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ABSTRACT

This document contains information from the national forum Creating a Literate Future for the Year 2000, which was held to help state team delegations develop vision/mission statements and action plans citing goals, objectives, and activities for enhancing adult literacy and education for Native Americans and Alaska Natives. Presented first are introductory discussions of the forum's objectives and activities. The conference keynote address, "Creating a Literature Future for the Year 2000" (Augusta S. Kappner), is included. Team vision/mission statements and action plans are included for each of the following states/tribes/nations: Alaska, Hawaii, and Northern Mariana Islands; Arizona; California; Colorado; Florida, Maine, Massachusetts, Rhode Island, New York, and North Carolina; Idaho; Illinois; Kansas; Michigan; Minnesota; Montana; Navajo Nation; Nevada; New Mexico; North Dakota; Oklahoma and the Cherokee Nation; Oregon; Texas; Utah; Washington, Wisconsin; and Wyoming. Exemplary adult education and literacy demonstration programs in California, Colorado, Arizona, and Minnesota are profiled. Appendixes constituting approximately 60% of this document contain the following: 1990 census data regarding the educational attainment and school enrollment and labor force status of American Indians/Alaska Natives; conference agenda; presenter/moderator and participants list; and tally of responses to conference evaluation forms. (MN)

ED 384 795

CREATING A LITERATE FUTURE

A National Forum on Strengthening Policies and Partnerships for Adult Education and Training for Native Americans/Alaska Natives

October 12-14, 1994
St. Paul, Minnesota

FINAL REPORT

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March 3, 1995

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SPONSORS

Division of Adult Education and Literacy, U.S. Department of Education

Office of Indian Education, U.S. Department of Education

National Advisory Council on Indian Education

Bureau of Indian Affairs, U.S. Department of Interior

JOBS Program, U.S. Department of Health and Human Services

U.S. Department of Agriculture

U.S. Department of Labor

Cherokee Nation of Oklahoma

Navajo Nation

ACKNOWLEDGMENTS

This forum was the result of considerable work by a number of committed people over a period of approximately one year. Because of the geographic distances and the nature of the planning, it was decided to conduct planning meetings in both Arizona and Washington, D.C. to obtain essential input from tribal representatives and other agency staff in coordinating the symposium.

Among the many people who significantly contributed to the planning discussions and activities were Robert Chicago, National Advisory Council on Indian Education; Gloria Duus, U.S. Department of Labor; Lorraine Edmo, Executive Director, National Indian Education Association; Cathie Martin and Mary Brayboy, Office of Indian Education, U.S. Department of Education; Pat Williams and Ja-Na Oliver, Administration for Children and Families; Ruby Kozad, Bureau of Indian Affairs; Stanley Kedelty, Bureau of Indian Affairs, Ft. Defiance, Arizona; Petty Sue Nez, Navajo Nation; Jim Quetone, Director of Education, Cherokee Nation; Dr. Gary Eyre, State Administrator, Arizona; and Brian Kanes, Minnesota Department of Education. State Directors who provided special assistance during the planing include: Dian Bates, Colorado; Dr. Brent Gubler, Utah; Lloyd Kjorness, Wyoming; Muriel Lawler, New Mexico; Phyllis Rich, Nevada; Dr. Robert Ruthemeyer, Montana; and Dr. Shirley Spencer, Idaho.

In particular, I would like to commend a member of my staff, Dr. Carroll Towey, and Jacquelyn Power, Consultant, Tempe, Arizona for their valuable contributions in coordinating many aspects of this forum. The Contractor, J & E Associates, Inc., provided excellent leadership and support services in finalizing the activities to make this forum a success.

Ronald S. Pugsley
Acting Director
Division of Adult Education and Literacy

INTRODUCTION

The conduct of this forum affirms the Department's commitment to adult education as stated in the Goals 2000: Educate America Act — By the year 2000 every American will be literate and possess the skills necessary to compete in the economy of the 21st century. This goal reinforces the outcomes of the 1993 National Adult Literacy Survey that indicated the importance of providing all Americans with the opportunity to pursue their goals - whether these involve job advancement, consumer decision making, citizenship, or other aspects of their lives.

This important forum focused on broadening the base of support, from the community to national level and the national to community level, for Native American/Alaska Native Adult Education. State teams were formed to:

- Improve coordination and collaboration with Federal, State, regional, local, and tribal agencies.
- Establish cooperative agreements among all agencies providing adult education, employment and training for Native Americans/Alaska Natives.
- Strengthen the partnerships that will allow every Native American/Alaska Native adult increased educational opportunity and to obtain necessary academic and technical skills to achieve personal goals, meaningful employment and exercise the rights and responsibilities of citizenship together with cultural awareness.
- Support research and demonstration projects impacting Native American/Alaska Native adult and continuing education.

These guidelines were addressed throughout the planning phase, presentations during the sessions, and within the State team discussions. Outcomes from the forum can be used by the Division of Adult Education and Literacy as part of its efforts in promoting adult education through its State-administered adult education program. Tribal leaders may use the activities and outcomes described in this report in planning future programs to empower American Indian and Alaska Natives to achieve their goals. State education agencies can capitalize on these State team efforts in continuing efforts to address this need. It is our expectation that other related Federal programs will also utilize these findings in strengthening future coordination efforts among related programs.

Early in the planning process it was realized that it was critical to identify related programs to assist in this endeavor. Teams were to be identified within each of the participating States to ensure adequate representation of program personnel and Native Americans. Also, it was decided to have the Cherokee Nation and the Navajo Nation become participating sponsors of the forum due to their large geographic area, extending over several States, and their extensive tribal membership. Sponsors of the forum include:

- Division of Adult Education and Literacy, U.S. Department of Education
- Office of Indian Education, U.S. Department of Education
- National Advisory Council on Indian Education
- Bureau of Indian Affairs, U.S. Department of Interior
- JOBS Program, U.S. Department of Health and Human Services
- U.S. Department of Labor
- Cherokee Nation of Oklahoma
- Navajo Nation

Opportunities for improved coordination among related adult education and occupational programs for American Indians and Alaska Natives were discussed during a number of presentations and meetings. I would like to see those activities that were developed during the forum be continued and shared with other interested adult education stakeholders. This condition is essential for the further development and implementation of these initiatives as we move forward to create a literate future for Native Americans and Alaska Natives.

I hope you will find the forum proceedings useful and I encourage you to take the initiative in applying these team activities to strengthen adult education programs in your area.

Ronald S. Pugsley
Acting Director
Division of Adult Education and Literacy

CONFERENCE OVERVIEW

The 3-day forum on "Creating a Literate Future for the Year 2000" was designed for State team delegations to develop vision and mission statements and action plans citing goals, objectives, and activities for enhancing adult literacy and education for Native Americans and Alaska Natives. It was intended that the results of these discussions would be utilized by Federal, State, and Tribal entities in their program efforts. Judging from the wealth of information obtained in the sessions and the results of the conference evaluations, the forum was successful in achieving its purposes.

This report is organized to capture both the tone and major outcomes of the Forum. First, the conference Keynote Address is presented in its entirety as delivered by Dr. Augusta S. Kappner, Assistant Secretary of Vocational and Adult Education, U.S. Department of Education. Then, the Vision Statements, Mission Statements, and Action Plans developed by each State team using a strategic planning process are presented. Following are descriptions of four Exemplary Adult Education and Literacy Demonstration Programs funded through Federal, State, and local sources.

Appendices contain Census data portraying the educational attainment and school enrollment of American Indians and Alaska Natives for States and the Cherokee and Navajo Nations, as well as a copy of the Conference Agenda (annotated with highlights of session outcomes) and a list of conference presenters, moderators, and participants. The Appendix also provides a summary of the conference evaluation results.

"Creating a Literate Future for the Year 2000"

Keynote Address by
Augusta S. Kappner, Assistant Secretary of Vocational and Adult Education,
U.S. Department of Education

Thank you, Ron Pugsley, Carroll Towey and Brian Kanes for your work on today's conference. I am delighted and honored to be here with you to open today's Symposium on Adult Education and Training for Native Americans and Alaska Natives. My office is a proud co-sponsor of this important collaboration along with the Department of Interior, Bureau of Indian Affairs; the Office of Indian Education; the Departments of Health and Human Services, Labor, and Agriculture; the Cherokee and Navajo Tribes and the National Advisory Council on Indian Education.

We used to say, "I'm from Washington and I am here to help you. Now we say, we are from Washington–We need your help"–and we do! We need your help in serving you better–in making things work better for more people.

President Clinton and all of us in his Administration are deeply committed to improving the well-being of American Indians and Alaska Natives. The President set the stage for true partnership with American Indians and Alaska Natives when he held a historic White House meeting on April 29, 1994 with Tribal leaders. In his statement at the White House meeting, the President reaffirmed the Nation's commitment to self-determination for Tribal governments. The President reiterated his commitment to a stronger partnership between the Tribal nations and the United States Government by signing an historic directive that requires every executive department and agency of government to take at least two steps:

- To remove all barriers that prevent the Federal government from working directly with Tribal governments; and,

- To make certain that if the agencies take action affecting Tribal trust resources, they consult with Tribal governments prior to that decision.

President Clinton asked:

> "What is the goal of a better and more equal partnership and more empowered Tribes and more efficient government? Ultimately it must be to improve the living conditions of those whom we serve." ... We must position American Indians and Alaska Natives to compete economically as we move toward the 21st century. ... We must do more to create jobs, raise incomes and develop capital for new businesses ... Strengthening Tribal economies will require new thinking and the courage to change. It will require investing in the health, the education and the skills of American Indians and Alaska Natives as we must do for all Americans."

Today's meeting is part of the ongoing effort of the Administration to support the rights of American Indians and Alaska Natives to self-determination and self-sufficiency ... and to provide the opportunity to translate this into the hard work, represented by all your teams, which lies before us.

During the Clinton Administration's nearly two year tenure, we have learned quickly that working in isolation is no longer effective. Federal agencies must work hand in hand to bring about needed and effective solutions. Comprehensive problems require comprehensive strategies. Government cannot just talk to itself. The Federal government must engage States, communities and Indian Nations to become partners in problem solving. And today's meeting is a good beginning.

So, today's Forum illustrates that partnerships can occur and can be effective; that government agencies can work together to improve the well-being of its citizens, including Native Americans and Alaska Natives. I commend you for this effort.

State teams and Tribal leaders are here today to work hand in hand to address the critical education and training needs of American Indians and Alaska Natives. We are here because we want to achieve the following outcomes:

- Improve coordination and collaboration with Federal, State, regional, local and Tribal agencies.
- Establish cooperative agreements among all agencies providing adult education, employment and training for Native Americans/Alaska Natives.
- Strengthen partnerships that will allow every Native American/Alaska Native adult increased educational opportunity to obtain necessary academic and technical skills to achieve personal goals, meaningful employment and exercise the rights and responsibilities of citizenship along with cultural awareness.
- Support research and demonstration projects that impact Native American/Alaska Native adult and continuing education.

We are here to create and strengthen partnerships. There is no doubt that the economic health and well-being of Native American communities is directly related to how well these communities are able to access adult education, literacy, occupational training, social services and other resources. And, uppermost among these must be improved access, opportunity and, most of all, success in education.

There are good model programs that are successful in meeting the education needs of the Native American community. These partnerships and practices can be replicated to help other communities improve their local programs. Today's Symposium will give each of you the opportunity to learn from each other, work together to form partnerships for a better future, overcome barriers and enhance cooperation.

It is our hope that you will also learn about where resources exist and what resources exist. How well do these resources fit together? And how these resources can be used at the local level to improve education and training outcomes. And what can you–and we at the Federal level–do to make these resources work together for better results for all American Indians and Alaska Natives?

It is no accident that so many government entities are here today. We already know that coordinated services can lead to better service outcomes. We are increasingly aware of barriers created by separate funding cycles, formulas and guidelines which often hinder the delivery of effective services. Our task is to find ways to remove unnecessary barriers–barriers sometimes created by government itself–in order to achieve the goal of preparing citizens to be productive and to contribute to the welfare of the entire society.

Each of us in government has a role to play in removing obstacles. Removing obstacles is an important task in enabling Native Americans and Alaska Natives to achieve their goal of self-determination. We spend a good deal of time in government these days talking about reinventing ourselves. Wouldn't it be wonderful if out of the Forum

today came a reinvention of education, training, and employment services to American Indians and Alaska Natives? Perhaps you can help us reinvent the way in which we do things.

We all know that no Nation can achieve self-determination unless it invests in its human potential. The U.S. Department of Education has been committed to many aspects of American Indian Education. Each year the Department spends approximately $460 million through its 10 operational programs and another five which we fund but are operated by the Bureau of Indian Affairs. The education problems faced by American Indians and Alaska Natives are severe.

According to the 1990 Census, American Indians represent almost 2 million people–less than one percent of the U.S. population. Within these figures are 580 Tribes and communities in which more than 200 languages are spoken. Tribes recognized by the Federal Government are located in 34 States, and almost 40 percent of the American Indian population lives on reservations or on Indian land.

- Like many minority populations in America, American Indians face serious educational and economic problems.
- The educational attainment of American Indians is significantly lower than that of the overall U.S. population.
- There are 44 million adults in the United States who do not have a high school diploma. Of those, 405,000 are American Indians and Alaska Natives.
- Fourteen percent of American Indians and 11 percent of Alaska Natives over the age of 25 have completed less than 9 years of school.
- The Native American population is younger, with larger families, with a lower proportion of high school graduates and more unemployed persons than in the total population.
- The 1993 National Educational Goals report tells us that the dropout rate for Native Americans/Alaska Natives is 17 percent–and represents a higher dropout rate than that of any other ethnic group in America; and that's the official rate; as a native New Yorker I learned that the official dropout rate is sometimes half the real dropout rate.
- Currently, 13.7 percent of Native Americans have less than a 9th grade education and 34.4 percent of this population have less than a high school education.
- Moreover, to complicate an already difficult profile, American Indians have a shorter life expectancy than other Americans.

Need we say that these figures pose a serious threat to the well-being of and survival of these communities and will require multiple strategies to address these critical concerns.

President Clinton's Education Agenda is designed to improve education for everyone including American Indians and Alaska Natives. President Clinton and U.S. Secretary of Education Richard Riley, along with the Congress, have developed and successfully passed into law a comprehensive legislative education reform agenda to improve the future of our nation's youngest and not so young citizens.

These initiatives include Goals 2000: Educate America Act, the School-to-Work Opportunities Act, and the

Improving Schools Act, better know as the reauthorization of the Elementary and Secondary Education Act.

Goals 2000: Educate America Act, for the first time, sets world class education standards for every school and every child and adult. Goals 2000 formalizes into law the eight national education goals. These goals constitute a lighthouse that can guide the efforts of communities and States to improve education.

Secretary Riley likes to refer to the Goals 2000 as our *North Star* — something to steer by. By the Year 2000, we are steering toward:

- All children in America will start school ready to learn.
- All students in America will be competent in core academic subjects.
- The high school graduation rate will increase to at least 90 percent.
- U.S. students will be first in the world in math and science.
- Every adult American will be literate and possess the skills necessary to compete in the economy by the 21st century.
- All teachers will have the opportunity to acquire the knowledge and skills needed to prepare U.S. students for the next century.
- Every school in America will be safe, disciplined and drug-free. And finally
- Every school will promote parental involvement in their child's education.

I don't have to tell you how far we have to go to achieve these goals, but we are serious when we say all children and all adults means All. The Goals 2000 Act provides resources to States and communities to develop and implement comprehensive education reforms aimed at helping students reach challenging academic and occupational skills standards.

The Goals 2000 legislation has also reaffirmed the commitment to American Indians and Alaska Natives. Goals 2000 has a set-aside of one percent–over $4 million–for Indian and Alaska Native education. In addition, the legislation requires the State's plan to include representatives of Indian Tribes to ensure the school reform connection between the BIA and public schools.

The Goals 2000 legislation also reflects the Administration's concern for and commitment to improving adult education and literacy programs. By the year 2000, "every adult American will be literate and possess the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." This challenging goal is also very much on our minds as we prepare for the reauthorization of both the Carl D. Perkins Vocational Education Act and the Adult Education Act.

We continue to support basic skills programs under the Adult Education Act. Basic grants to States are currently allocated by formula based on the number of adults over the age of compulsory attendance who have not completed high school. Each year 3.9 million adults receive instruction in basic skills, ESL and adult secondary education. Last year, of the 3.9 million, 41,000 American Indians and Alaska Natives received basic skills instruction. Moreover, another 5,000 adults received instruction through the Educational Services for Indian Adult Program conducted by the Education Department's Office of Indian Education.

Another critical component of the President's lifelong learning and workforce investment agenda is the School-to-Work Opportunities Act. The School-to-Work Opportunities Act, which the President signed into law, will work hand-in-hand with Goals 2000. It involves structural reform of school systems. It sets high academic and occupational skill standards. School-to-Work will spur the creation of education and training systems to prepare all students for high wage, high-skill jobs and further education. It seeks to allow more young people access to academic achievement and good jobs. In other words ... young people must be prepared for *both college and careers*.

We are pleased that the School-to-Work Opportunities Act provides special grants to establish School-to-Work Initiatives for Indian youth. Up to $500,000 is available in FY 1994 and $1,250,000 in FY 1995 to support these initiatives. These grants require partnerships. School-to-Work partners can include BIA schools, Tribal organizations, Tribal business councils, and appropriate employers, including but not limited to Tribal businesses, school-based enterprises, postsecondary institutions, worker and employer representatives.

The School-to-Work Initiative is one example of government trying to not only talk the talk, but walk the walk. The School-to-Work Initiative is an example of partnership across two government bureaucracies–the Departments of Education and Labor. Both agencies have come together to jointly administer this initiative, and, in fact, are hiring a Director who reports to both Departments! We hope that this will reduce and/or eliminate some of the red tape that too often prevents programs from developing successfully.

We in the Office of Vocational and Adult Education are also working closely with all the Indian Education Offices in our own Department and with the Bureau of Indian Affairs in planning for the Indian Education School-to-Work grants. We in the Office of Vocational and Adult Education are also committed to the continuing support of the Indian Vocational Education program, and the Tribally-controlled Community Colleges.

The Indian Vocational Education program provides financial assistance to eligible Native American Tribes and organizations to plan, conduct and administer vocational education projects. Funds are provided to Indian Tribes or Tribal organizations and to certain Bureau of Indian Affairs schools to support vocational and technical education opportunities for Native Americans. Job training tied to a Tribal economic development plan is required. In Fiscal Year 1993, the Indian Vocational Education program served over 2,000 individuals through 13 grants. I am pleased that we were able to increase the number of individuals served to 3,500 through a total of 19 grants in 1994. Data which we have received on outcomes tell us that the program has been able to successfully place students in jobs.

The Office of Vocational and Adult Education continues to support the Tribally Controlled Community Colleges–Crownpoint Institute of Technology in New Mexico and the United Tribes College in North Dakota. Authorized under the Carl D. Perkins Act, funds are used to support the operations and improvement of these Tribally Controlled Postsecondary Vocational institutions to ensure continued and expanded opportunities for Indian students.

Under the recently passed reauthorization of the Elementary and Secondary Education Act, funds will be available to support the education needs of American Indian and Alaska Native children, college students, and adults. Programs at the elementary-secondary level are funded by way of formula based on the number of Indian students in a particular LEA. The Secretary also has authority to fund a variety of programs through discretionary grants to address the education needs of American Indian and Alaska Natives including special programs relating to adult education for Indians.

This program authorizes the Secretary to award competitive grants to Indian Tribes, LEAs and institutions of higher education, to:

- Support demonstration projects to improve employment and educational opportunities for adult Indians;
- Assist with basic literacy education and to provide the opportunity to "qualify" for a high school diploma or GED; and,
- Support research and encourage distribution of information and materials regarding best practices in education programs for Indian adults.

But all of these resources need to be reviewed and coordinated if they are to have maximum impact.

While a great deal has been accomplished, a great deal more needs to be done. The White House Conference on Indian Education, which was held in January of 1992, developed a series of recommendations which are as valid today as they were two years ago. You will recall Goal Eight of the White House Report, which we support, states that: "By the year 2000 every Native adult will have the opportunity to be literate and to obtain the necessary academic, vocational and technical skills and knowledge needed to obtain meaningful employment and to exercise the rights and responsibilities of Tribal and national citizenship."

Other recommendations from the White House conference which we fully support call for:

- Expansion of distance delivery programs at the local level;
- Educating parents about their rights and responsibilities so they are active partners in education;
- Provision for one's fundamental economic needs–to have the fundamental abilities to read directions, complete job applications, and interview successfully for jobs in the workplace;
- Improvement of schools to prepare students for a rapidly changing and highly technological world;
- Defining models of practice that work for American Indian Adult Education and Occupational programs; and,
- Strengthening partnerships for future growth of adult programs.

These are still good goals. I highlight only these. There are many other good recommendations which deserve your and our attention, and I'm sure will receive it over the course of the conference.

All of us in education and in government know that something more, something different, must be done if the United States is to meet its goal of literacy and economic self-sufficiency for all adults–and this is doubly true for our goal of literacy and economic self-sufficiency for American Indians and Alaska Natives.

This Administration is committed to education and lifelong learning for <u>all</u> our people–and determined to <u>do</u> something about it. Back in April at the historic White House meeting, the President said:

> "As we look back on the American journey the test ahead is always whether we are moving in the right direction of more tolerance, wider justice, and greater opportunity for all. It is the direction that counts, *always the direction*."

Your work here this week–your visions–your action plans–are critical to movement in the right direction for all of us. And we support your work with enthusiasm and anticipation.

Before leaving you today, I'd like to share with you a small poem written by Roberta Lewis, who is a Program Specialist in the Office of Vocational and Adult Education. She wrote it for *this* occasion for *this* conference:

> It has been said, we humans are but one thread in the web of Life, and that we should study and prepare to meet its challenges and strife.
>
> Whatever we do to this delicate web, we do to ourselves and each other as a Nation, wax...or ebb, we are indelibly bound together.
>
> We're all connected in this web, with knowledge ... the common thread that binds, we can spin a place within this web if we challenge our lives and minds.
>
> Your elders did not sit and weep when times were hard and rough, the legacy they left that's yours to keep is that knowledge is power, and their web was tough!

We are striving to achieve this oneness for <u>all</u> Americans. A oneness where everyone has equal access to the resources of our Nation. Your work here this week is critical to keeping us moving in the right direction.

I thank you for the opportunity to speak with you today. I look forward to continuing to work with each of you to weave together the common threads by which we must be bound if we are to create a literate future for all Americans.

Enhancing Adult Literacy and Education for Native Americans/Alaska Natives

Team Vision Statements, Mission Statements, and Action Plans

ALASKA, HAWAII, AND NORTHERN MARIANA ISLANDS

VISION: In a literate world, people read, write and communicate at levels that enable them to fulfill their aspirations in a secure, prosperous and healthy society.

CORE BELIEFS: Families are primary. Individuals participate in civic and community life and are informed consumers. Workers are productive in a global and local economy.

ACTIVITIES:

- Establish and formalize a State team.
- Establish goals and objectives through team strategic planning activities (i.e., to increase community awareness of adult education programs available to the indigenous populations; to develop an intergenerational literacy program that will include and involve all family members).

BARRIERS:

- Lack of baseline information specific to indigenous people.
- Need to develop culturally appropriate materials.
- Geographic remoteness (i.e., communication, delivery of quality services).

ARIZONA

MISSION: The Tribal community leaders in collaboration with Federal and State agencies commit to maximize adult education services and make it available to all American Indians.

GOAL 1: Tribal leaders will be more proactive to the educational needs of the community.

ACTIVITY:

- Hold symposium for Tribal leaders, educators, State and Federal agencies.

GOAL 2: Validate the linguistic, traditional and cultural identity of our people in intergenerational ways of learning.

ACTIVITIES:

- Utilize resource guide for language cultural materials: Mountain States Multi-cultural Indian Technical Assistance Resource Center, networking sessions, NABE, State of Arizona GRK
- Mobilize Tribal government.
- Gather information.
- List specific activities.
- Write resolutions.
- Conduct Education Summit.
- Develop action plans to address pre-school through 12 and adult education.
- Conduct needs assessment involving the community and institutions.
- Education will be provided that strengthens the individual family and community and supports self-sufficiency and self-determination.

- Initiate State and Tribal dialogue.
- Enlist all available resources.

Self-determination:

Charter school - Education Department. Parental involvement in school. Funds specifically set aside for Tribes. Establish curriculum including language, cultural awareness, math and science and literacy for the primary grade levels.

CALIFORNIA

VISION: California will have an Adult Literacy program created by and for the Native American Community which is adequately funded and culturally relevant. This holistic program shall be family oriented and community based. With emphasis on learner outcomes, the program will be responsive to learner needs which promote student retention and goal attainment.

ACTIVITIES:

- Improve coordination and collaboration: Conduct a Statewide conference with Native American Tribal entities and organizations, Federal, State, regional, and local agencies to improve coordination and collaboration among the programs serving adult learning needs.
- Establish cooperative agreements to provide equitable access to educational and employment training opportunities through the establishment of cooperative agreements and partnerships at all levels.
- Identify non-served or under-served Native American population.
- Assess and determine educational needs of the target population.
- Design strategies that will meet the identified needs.
- Initiate Statewide conference activities: Prepare resource materials (i.e., a resource packet); provide an inspirational Keynote Speaker; use Native American leaders as role models; serve traditional food.
- Increase educational opportunities.
- Through staff development, provide training and technical assistance to strengthen literacy education and job training opportunities for Native American adults in California.
- Plan and conduct staff development activities and modules for staff working with adult education programs serving Native Americans.
- Provide technical assistance to identified staff where appropriate.
- Identify and provide for dissemination of training resources and instructional materials.
- Establish a program or strategy to support research and demonstration projects within the State that impact Native American, Alaskan Natives, and Native Hawaiian adults through continuing literacy and career education opportunities.
- Initiate localized curriculum development (e.g., language acquisition, Tribal history).
- Document new and existing activities and make information generally available.

COLORADO

VISION: Shared visions within the community can make a difference for the generations to come through family healing, lifelong learning, collaboration, and membership.

MISSION: Identify and then improve the coordination and collaboration with Federal, State and regional, local and Tribal agencies in order to build a holistic adult education program that addresses literacy and personal/spiritual growth.

CORE BELIEFS:

- Self-actualization in chosen environment
- Success on personal, individual terms
- Sufficient skills
- Holistic
- Trusteeship
- Responsibility
- Community

FLORIDA, MAINE, MASSACHUSETTS, RHODE ISLAND, NEW YORK AND NORTH CAROLINA

VISION: By the year 2001, Federal and State program regulations and funding will have facilitated the achievement of culturally and economically healthy Native American communities, as defined by each community.

Goal 1: To prepare Native people to compete in a non-Indian world, while strengthening their cultural identity.

Action Plan:

- In the next 6 months, identify stakeholders and begin meaningful dialogue in our individual areas (i.e., State, business, educational institutions, Tribal programs, etc.)
- Prepare local educational needs assessments.
- Identify needed human resources; Tribal leaders, health professionals, judicial, public works, education professionals, etc.
- Promote positive attitude among our people regarding full-time jobs.
- Develop and implement a team approach to case management, through Tribal identified resources.

Goal 2: To promote cultural and linguistic literacy among Indian Students, in order to support positive self-esteem and self-awareness among American Indian Students/families; respecting their unique cultures and valuing their contributions.

Action Plan:

- Establish language retention programs within the next 6-12 months, integrated throughout programs.
- Provide activities which promote self-esteem and self-awareness, parenting skills, life skills, career awareness, etc.
- Identify resources (human, financial and written), to implement these activities (corporate or local business support).

Goal 3: To nurture family unity through the development of holistic/family-based programs.

Action Plan:

- Develop and implement a presentation for community and Tribal officials regarding this initiative.
- Provide activities which promote spending quality family time.

Goal 4: To provide Native Americans with opportunities for entrepreneurial training and access to capital in order to facilitate community economic development/self-sufficiency.

Action Plan:

- Identify necessary resources to achieve goal within the next 6-12 months; including college courses/curricula re: entrepreneurship.
- Work with Tribe/native community to develop economic development plan.
- Explore possibility of developing a language code (with incentives) for employment.

Goal 5: To promote employability and life-enhancing/coping skills among Native American people, enabling them to thrive.

Action Plan:

- Conduct assessment of students to determine employment interests/capabilities/skills, and assess needs in our respective communities in the area of professions/employment.
- Initiate job coaching classes.
- Provide child care opportunities for parent(s) (which are not limited to 8 hours) for students in training–including mothers under 16 years old, providing parenting skills training for those individuals.
- Provide city survival skills for urban youth.
- Approach local businesses to establish mentorships for students, particularly parents.

Goal 6: To preserve/recognize the rights of Indian people to services, whether or not they elect to live/work on or off reservation.

ACTION PLAN:

- Approach policymakers through State and Federal representatives, as well as the Tribal level, to initiate goal. EDUCATE THEM.
- Organize advocacy efforts to ensure increased and equitable funding, consistent regulations and guidelines, etc., for Native People–both on a local level and as consortia.

IDAHO

GOALS:

- Assure that all coordination and practitioners in basic skills education for Indian adults are aware of specific resources and staff development activities and that all are on appropriate mailing lists.
  - Utilize standing committees and available resources and scheduled meetings to further networking and promoting our vision and mission. Identify roles and tasks of agencies where we are and how we will interact in the future to support joint efforts.
  - Expand adult basic education programs for American Indians and Alaska Natives.

RECOMMENDATIONS:

- Provide adult vocational, adult basic education, JTPA training, and community education classes on or near reservations.
- Provide extension or university satellite sites for community education on reservations.
- Provide education and counseling on health related issues such as nutrition, substance abuse and sexually transmitted diseases.
- Incorporate life-skills training into adult basic education programs.
- Establish parenting classes to help American Indian parents become active in school and other activities.
- Provide American Indian adults with para-professional training to help in schools and classrooms.
- Provide a child development associate (CDA) program on or near reservations.
- Provide adult students (especially single parents) with child care services to encourage participation in adult education programs.
- Develop partnerships with private industry, councils, JTPA, and business and industry to provide workshops, training, and other educational programs on or near reservations.
- Funding is a must.

ILLINOIS

VISION: Native people will equitably access and develop all the tools, funds, and policies for determining life balance through informed choice and action.

MISSION: Native communities will establish and develop relationships that will ensure opportunities to obtain necessary social, cultural, educational, technical, and political skills to achieve personal growth and economic stability through a holistic approach.

ACTION PLAN:

- Identify existing Indian educational coalitions in Illinois. If none, organize an educational coalition.
- Identify educational needs of Native people in Illinois.
- Identify current programs addressing those needs.
- Start developing programs to address unmet needs.
- Use the group brought together for this conference to start to expand and better utilize local, State, Federal, and Tribal contacts.

KANSAS

VISION: There will be secure funding sources to support the process of life-long learning for Native Americans/Alaska Natives through inter-agency and community planning leading to the implementation of a program that creates a community of learners.

MISSION: Kansas Adult Education for Native Americans Network (KAENAN) will seek funding sources to provide a stable environment for adult education for Native Americans. All agencies and organizations will collaborate to plan and implement strategies to increase educational opportunities and enable Native Americans to obtain necessary academic and technical skills to achieve personal

goals, meaningful employment and exercise the rights and responsibilities of citizenship together with cultural awareness.

GOALS:

- All agencies and organizations which are involved in educating Native American adults will gather to share information and resources.
- Agencies and organizations will creatively search for and access private and public Federal, State and local sources of funding.

OBJECTIVES:

- Identify agencies and organizations dealing with Native American adult education and the resources they possess.

ACTIVITIES:

- Meet and compile a list of possible members:
  Where: Wichita Indian Center
  When: November 8
  Future actions to be determined after first meeting.
- Establish the need for a collaborative entity dealing with KAENAN.
- Do a needs assessment to determine future actions.
- Create one point of contact and a mailing list for all agencies and organizations dealing with Native American Adult Education.

MICHIGAN

VISION: All Native people will have an opportunity to live healthy lives to ensure balance and harmony within themselves.

MISSION: To increase the utilization of existing and future resources to improve the socioeconomic, political and educational condition of Native people of the First Nations.

ISSUES:

- Impacting State policies and programs affecting Adult Education.
  - Impacting Federal policies and programs that affect Adult Education.
  - Coordination of intake services utilized by the various adult education vocational and employment programs.
  - Need for outreach by appropriate school-to-work initiatives at all levels–Indian involvement as an active partner in collaboration and cooperation.
  - Need for outreach by State Adult Literacy Center towards the collaboration and cooperation of Tribal Adult Education and employment programs and Indian JTPA.

MINNESOTA

VISION: In recognition of the unique status of American Indian Nations at the State and Federal levels of government, the Minnesota delegation is committed to a future which provides for collaborative efforts to empower American Indians, resulting in full and equal access to academic, life, and technical skills necessary for the fulfillment of personal goals, cultural and societal responsibilities, along with recognition for their achievement.

MISSION: The Minnesota delegation will facilitate the development, implementation, and improvement of adult education programs available to the American Indian population. The mission will include: Improving collaboration, communication, cooperation, and coordination with government, Tribal entities, and all education providers; supporting research and demonstration projects relevant to the American Indian population; advocating for increased recognition and commensurate funding for adult education programs serving American Indians; encouraging alternative teacher license programs which promote a greater inclusion of American Indians as classroom teachers; and taking an active role in administrative and legislative processes impacting American Indian programs.

ACTION PLAN:

- Communicate, coordinate and collaborate with Tribal entities, Federal, State, regional and local agencies.
  - Tribal government review and approval of Minnesota State Adult Education carried out prior to submission of State Plan.
  - Coordinate one-day annual meeting of service providers relevant to Adult Basic Education (ABE) American Indian clients/learners.

- Continue to strengthen cooperative agreements among all agencies providing adult education, employment and training for American Indians.
  - Establish renewable cooperative agreements defining State and local responsibilities of supporting academic and life skills achievement for American Indians.
  - Create State mandates to ensure cooperation between Indian Adult Education service providers and local agencies.

- Continue to strengthen the partnerships that will allow every American Indian adult increased educational opportunity to obtain necessary academic and technical skills to achieve personal goals, meaningful employment and exercise the rights and responsibilities of citizenship along with cultural awareness.
  - Develop curriculum materials that target Minnesota-based Tribal groups (i.e., Anishinabe and Dakota).

- Support research and demonstration projects that impact American Indian adult and continuing education.
  - Identify exemplary models for Indian Adult Education and distribute and disseminate information and materials so that models can be replicated.

- Make adult education a priority by appropriating adequate and on-going funding.
  - Review existing sites and plan for additional facilities that are conducive to successful Adult Basic Education (ABE) for American Indians.
  - Contact communities being served to assess overall satisfaction in meeting ABE needs.

- Lobby Federal agencies to assure Title 5C is funded at least at current levels with future year increases.
- Implement recommendations for existing and additional sites.
- Compile statistical data to provide direction and speed of service.
- Use existing influential people to assure funding levels for Title 5C.

- The Adult Basic Education (ABE) license should be modified to meet the cultural and staffing needs of Tribal communities and promote positive role models for Indian learners.
  - Meet with the Minnesota Department of Education and the Adult Basic Education staff to determine alternatives to current licensing practices.
  - Create a plan to determine requirements for an alternative license.

- Advocate against proposed welfare reform that limits the amount of time that learners must complete Adult Basic Education program.
  - Advocate against policies that work against learners' needs for basic survival.
  - Work with Human Services jobs and training and other supportive service agencies to help provide more comprehensive services for learner needs.

MONTANA

VISION: As our ancestors used the whole buffalo for survival, we envision education as the "New Buffalo" in that Native Americans can use education to its fullest degree to impact poverty and ultimately greatly improve economic conditions among Native American Tribes. That we as Indian people may maintain a view of the world through this way of survival, that recognizes the power of community and allows all to participate to their full potential.

MISSION: Maintain a stable flow of technological, economic and social resources to permit the consistent and on-going program offerings necessary for native people to realize their educational goals.

PRIORITY: Implement cultural literacy definitions that reflect and accent the spiritual, social and historical views of Native American Tribes of Montana.

CORE BELIEFS: Education is a contemporary weapon for Native American People. As the Crow Chief Plenty Coups said, "Education is your weapon, without it you will be the white man's victim", (meaning the main society will stomp on you). Native heritage and cultural values must be maintained at the same time.

GOALS:

- Organize a Montana Indian Education Consortium to:
  - Interact with State government as a unified body.
  - Provide training and other technical advising to programs that serve Native American adult learners.
  - Develop culturally relevant curriculum and teaching strategies for Native American adult learners.

- Plan and develop a Native American Adult Education Training Seminar to be held during the summer of 1995.

- Develop a culturally relevant curriculum that addresses the views of Tribal people within the geographic boundaries known as the "State of Montana".

NAVAJO NATION

VISION: The Navajo Nation delegation, recognizing nation sovereignty, is committed to systematic changes in adult education and vocational education, which emphasize Navajo language, culture and technology in partnership with the Navajo Nation, Federal and State government.

MISSION: The Navajo delegation will facilitate revising the Navajo Nation Code which governs adult education and vocational education programs. The mission of the delegation will include recommending the revision of the Navajo Nation Code on adult education and vocational education programs through the Navajo Nation Education Committee and to be adopted by the full Navajo Council. In collaboration with Federal, State, private business sector, and schools, the vision of the Navajo Nation delegation will become a reality.

CORE BELIEFS: To develop a literate Nation so that the Navajo people will be able to function in both the traditional and western societies.

ACTION PLAN:

- To develop a literate Nation so that our people will be able to function in both the traditional and Western Society.
- To establish an adult education department to be part of the Navajo Nation education organization.
- To advocate for equity in accessing adult education funds.
- To develop and implement a plan to secure direct funding from the State and Federal government.
- To provide technical assistance to the Native Americans/Alaska Native adult education programs.
- To utilize modern technology to provide educational outreach to the Navajo People.
- In developing a literate population, we must maintain our cultural and traditional values.
- To establish an advisory committee to facilitate amendments to the Tribal code, develop adult education and vocational education policies, and to advocate for a literate population of the Navajo Nation.
- To plan and implement a Navajo Nation campaign to address literacy and to provide awareness to the general public.
- To develop partnerships with the community, school, student, and business.
- To develop occupational standards specifically to regulate literacy standards, criteria, curriculum, testing, course offerings, and diplomas/certification.
- To integrate the educational and vocational program to prepare an educated skilled labor force.

NEVADA

VISION/ MISSION: All Indian people in Nevada will have equitable access to opportunities that promote life-long learning, while maintaining cultural identity, resulting in self-sufficiency.

GOALS:

- Improve coordination and collaboration with Federal, State, regional, local and Tribal agencies.
- Increase involvement and commitment to support adult Indian education in Nevada.

OBJECTIVE:

- Seek input on adult education goals and objectives from Indian Tribes and organizations on an ongoing basis.
  - Increase adult education funding at State and Tribal levels which meet the needs of Indian Tribes and organizations for 95-96.
  - Establish a Native American Desk at the Department of Education and a consultant at Inter-Tribal Council of Nevada for 95-96; designate a contact person at the State Department of Education and within each Indian Tribe and Indian organization.
  - Research, develop and design a proposal to establish four (4) regional educational centers by December, 1996
  - Develop and maintain an accountability system for recipients of any adult education funding to ensure that services are provided to Indian people.
  - Review and evaluate our adult education action plan on an ongoing basis.
- Strengthen partnerships among Federal, State, regional, local and Tribal agencies.
  - Increase communication between Nevada Tribes, Tribal organizations, State agencies by designating a spokesperson within the Department of Education by February, 1995.
  - Identify and utilize resources to market and implement adult education within the Indian community beginning February 1, 1995 and ongoing thereafter.
  - Develop a workshop to educate the Indian community regarding laws and resources available in conjunction with the ITCN Convention in December, 1994 and ongoing thereafter.
  - Incorporate the adult education plan into the State adult education plan which will go into effect by July, 1996.
- Empower Tribal leaders to advocate for adult education at the State legislature, Congress and local government forums.
  - Create leadership forums to discuss adult issues, resolve problems and share information on a quarterly basis.
  - Make regularly scheduled presentations to Tribal councils, education committees, and other Indian organizations.
  - Prepare resolutions for Tribal council action which support adult education.
- Establish cooperative agreements among all agencies providing adult education, employment and training for Native Americans/Alaska Natives.
- Establish cooperative agreements among all agencies providing adult education services: Indian Tribes and organizations, State adult education office, university and community colleges, community based literacy organizations, State board of education.

- Identify a person or organization to assist in the development of cooperative agreements among agencies serving Indian adults by FY 95-96.

- Establish cooperative agreements between Nevada Indians and employment and training agencies: JTPA, employment services, Job Corps, AmeriCorps, business, industry, and unions.
  - Conduct and facilitate informational workshops for employment, training and educational agencies by July, 1996.
  - Invite a representative from business and industry, and employment and training agencies to participate on Indian Education Steering Committee by January, 1995.
  - Develop and implement plan to collaborate with business and industry by 1995-96.

- Strengthen the partnership that will allow every Native American/Alaska Native adult increased educational opportunity to obtain the necessary academic and technical skills to achieve personal goals, meaningful employment and exercise the rights and responsibilities of citizenship along with cultural awareness.

- Increase equitable access to education, training and employment opportunities.
  - Include adult education component in annual Indian education conference by January, 1995 and ITCN Convention by December, 1994.
  - Identify existing, and secure additional resources as needed to provide support services such as: child care, transportation, career counseling, family counseling and substance abuse counseling.

- Maintain and/or review cultural identity.
  - Include elders and other culturally knowledgeable individuals throughout the planning and implementation process.
  - Identify culturally knowledgeable individuals within the Indian community.
  - Develop and implement cultural curriculum component within adult education programs.
  - Establish a model adult education program which promotes interaction and collaboration among elders and children to enhance literacy and cultural identity.

- Support research and demonstration projects that impact Native American/Alaska Native adult and continuing evaluation.

- Establish technological distance learning delivery systems within Tribes and Tribal organizations.
  - Research, develop and design a proposal to secure funding to establish technology and distance learning systems by December, 1995.
  - Provide on-site, on-going training and technical assistance as needed.
  - Monitor and evaluate delivery systems on an ongoing basis.

- Initiate research and demonstration projects in collaboration with the Tribes, universities and other appropriate entities.
  - Develop and implement model intergenerational literacy curriculum in "pilot program" beginning January, 1996.

NEW MEXICO

VISION: We, as the New Mexico Task Force, acknowledge Tribes as sovereign nations and view education as the development of knowledge, skills, ability or character, by teaching, training, study, or experience as defined by each Tribal/community entity.

MISSION: The mission of the New Mexico Team is to facilitate the continuum of education and educational support services for our target population. Respecting cultural diversity, we will strive to provide opportunities for individual and community enhancement through networking and collaboration.

OBJECTIVES:

- To provide for followup initiatives which focus on identifying and eliminating barriers.
- To identify various ABE programs, as well as funding sources within the State.
- To provide a forum for networking and collaboration.
- To provide a forum for participation at the grassroots level.
- To allow program development at the local level in order to meet community needs.

NORTH DAKOTA

VISION: Through partnerships, all members of North Dakota Tribal nations will be biculturally and functionally literate.

CORE BELIEFS: All learners will possess knowledge, respect, and appreciation of their Tribal history, culture, values and language; their spiritual, traditional and ethical laws, social, political, literacy, life and technological skills necessary to function in the global and mainstream society.

MISSION: In order to realize our vision this committee will facilitate cooperation and collaboration between the State and Tribal nations adult education programs. Crucial to this effort is the recognition of the government-to-government relationship in law and policy, creating meaningful proactive partnerships, and providing accurate data about the needs of American Indian adult learners.

ACTION PLAN:

Goal 1. Facilitate cooperation and collaboration between the Federal, State and Tribal adult education programs.

Objective 1. Create a vehicle for building a systemic, broad-base of support of adult Indian education needs.

- Conduct a series of Statewide forums focused on adult literacy topics and include appropriate stakeholders.
- In recognition of the government-to-government relationship create a mechanism for equitable funding streams for addressing each government's Indian adult education needs and responsibilities

Objective 2. Establish a Statewide, integrated adult education network for the purpose of planning and resource sharing and increasing American Indian involvement in State planning and State involvement in Tribal planning.

- Identify potential resource people who could "cross-plan" for States/Tribes.
- Establish a telecommunications network to share resources and knowledge.
- Encourage and help off-reservation adult education programs to incorporate culture into classroom instruction.
- Develop an adult education "exchange program" for on- and off-reservation teachers and students.
- Support the recommendations of the National Indian Adult Education Association.

Goal 2. Provide an accurate picture of the level of Adult Education, GED, and literacy needs.

Objective 1. Establish a databank of statistics that could be updated biannually and will be available to support funding requests, program planning, and program evaluations.

- Establish an office or agency to conduct research or contract with outside agency to conduct research Statewide.
- Develop a uniform method of gathering and reporting information.
- Identify "successful" areas or regions and model/disseminate information on successful strategies.
- Identify "problem" areas or regions through the data collection process and identify underlying causes.
- Track drop-outs and refer them to area adult education programs.

Goal 3. Expand Adult Education Programs and keep abreast of national trends and adult education strategies.

Objective 1. Increase the availability of literacy efforts for Indian adults, and increase the availability of life skills training for Indian adults.

- Identify funding sources to purchase computers for student use.
- Expand classes on life-skills topics such as money management, budgeting, parenting and/or media literacy.
- Expand services to provide job and pre-employment skills and career counseling programs.
- Identify funding sources to support American Indian museums, archives and heritage centers.
- Include Adult Education in Indian nations economic development planning/funding.
- Increase coordination and access to funding agencies.

Goal 4. Make adult education an integral part of reservation communities education planning.

Objective 1. Increase American Indian community involvement in adult education planning to promote the importance of education.

- Develop Tribal specific/culturally relevant curriculum geared toward adult learners.
- Provide parenting workshop to help parents support education and learning.
- Develop Tribal adult education codes and establish a GED granting agency.
- Network with area social service agencies to address barriers to academic success.
- Place adult education under the auspices of Tribal colleges to encourage a cooperative effort for development.
- Form community adult education "boards" to foster ownership.

OKLAHOMA AND THE CHEROKEE NATION

VISION: Collaboration of Tribal, State, and Federal partnership activities as a means of improving coordination of all related services to maximize the resources provided through these efforts.

MISSION: Strengthen the partnerships that will allow every Native American/Alaska Native adult increased educational opportunity and to obtain necessary academic and technical skills to achieve personal goals, meaningful employment, and exercise the rights and responsibilities of citizenship together with cultural awareness.

GOALS:

- To establish an advisory group with representatives from Federal, State, regional, local and Tribal agencies.
- To develop and implement a plan to improve coordination and collaboration of services for Native Americans/Alaska Natives.

ACTION PLAN:

- The State Department of Education will be the lead agency in contacting all Native American/Alaska Native Tribes or agencies who currently provide adult education, training and employment services to appoint one representative, and one alternate to serve on the advisory group.
- Upon receipt of representatives names, the State Department of Education will plan the first advisory group meeting.
- The committee will organize with officers and rules of operation: Time frame 6-12 months.

OBJECTIVES:

- Communicate with all entities.
- Sharing training and staff development.
- Provide opportunity to look at ways group can obtain resources and maximize the use of current resources.
- Share program resources for purpose of learning about utilizing and referring clients.
- Look into developing partnerships with business and industry.
- Long term plans to solicit funding from the State Legislature for adult education, employment and training services.

OREGON

VISION: The Oregon delegation to this national forum on adult and vocational education resolves that all American Indian, Alaska Native, and Hawaiian Native people in Oregon will be provided with the opportunity to gain the skills, attitudes, and knowledge necessary to make informed choices and participate fully in Tribal, State, and national communities.

MISSION: The Oregon delegation to this forum is committed to the mission of:

- Providing accessible, culturally-relevant adult education, lifelong learning, and training programs to all American Indian, Alaska Native, and Hawaiian Native adults in Oregon.
- Encouraging Indian/Natives adults to more fully utilize educational and support services so that all may better develop their talents and abilities, compete in the changing global economy, pursue higher education or training, and preserve traditional cultures.
- Promoting the value of education and literacy for Indian/Native families and communities so that all may exercise the rights, privileges and opportunities of Tribal, State, and national citizenship.

PLANNED LAUNCH ACTIVITIES:

- To draft an amendment to the newly-published Oregon State Indian Education Plan, in order to include a comprehensive statement of adult education goals, objectives, and services
- To pursue additional sources of funding for current and proposed programs of adult and vocational education for Indians/Natives in Oregon.
- To hold regular planning meetings to continue the collaborative efforts and initiatives started at the October 1994 national forum.
- To begin disseminating information about these plans and initiatives and to prepare a presentation for the April 1995 Oregon Indian Education Conference.
- To gather more information about the JOBS Plus (waver system) and AmeriCorps programs.
- To contact and begin collaborations with the American Indian Association of Portland, the Organization of Forgotten Americans, as well as the Eugene, Medford, Salem, and other community organizations which serve (or might serve) non-reservation based Indian/Native adults and families.
- To update and distribute the Oregon ABE directory to all Indian and Native communities and to organizations serving these communities. To append the directory with a chart and/or other visual aids designed to clarify how, and by whom ABE, GED, and vocational education resources, services, referrals, etc., are provided to Indian/Native adults and families.

PLANNED ON-GOING ACTIVITIES:

- To gather, evaluate, and distribute current Statewide Indian/Native population and adult education data.
- To evaluate the current BASIS/CASAS ABE assessment system, especially in relation to their usefulness for Indian/Native leaders.
- To explore Statewide staff development needs in adult education.
- To enlist support of the State Office of Community College Services Staff Development office, in our adult education training efforts, and in developing volunteer tutor programs.
- To explore and develop strategies and collaborative efforts to help Indian/Native students make a smooth transition from high school, ABE, and GED programs into employment, job training, or post-secondary schools.

- To review and evaluate current curriculum materials for ABE/GED courses and to develop new materials as needed.
- To explore the implications of education reform in Oregon in adult and vocational education for Indians/Native Americans.
- To identify and more fully utilize organizations and resources such as the regional Literacy Center, The Northwest Regional Education Laboratory and others.

TEXAS

VISION: All Texas adults will have access to basic education services.

MISSION: The mission of the adult education and literacy program is to provide literacy and other basic skills needed for high school completion, employment, personal development and family living through collaborative efforts to achieve excellence and equity in student activities.

GOALS:

- Identify current program services and needs.
- Identify existing resources.
- Join the local adult education cooperative.
- Identify existing cooperative delivery system in local community and become a part of it.
- Become members of the existing State adult education information network through the Texas A&M University Adult Education Clearing House.

UTAH

VISION/ MISSION: Native Americans of the State of Utah, in collaboration with the State Director of Adult Education, will provide equal opportunity for literacy, job skills/employment, while preserving cultural identity.

GOALS:

- Organize and schedule a Native American Adult Education Seminar in collaboration with Tribes and State officials to meet the needs of the Native American adult communities.
- Formalize existing agreements and develop new agreements for the benefit of providing adult education, employment, and training for Native Americans in collaboration with, but not limited to, the following agencies: State Office of Education, Division of Indian Affairs, Tribes, BIA Social Services, JTPA, homeless, job service, school districts, rehab programs, PIC, and Association of Governments.
- Propose that the State of Utah adopt and implement a written policy that will allow tuition waivers/scholarships to eligible Native American adults upon enrollment at applied technology centers/post secondary institutions.
  - Train existing financial and officers to assist in, and identify available financial resources to Native American adults.
  - Conduct workshops to help Native American adults in the financial aid application process that will lead to enhanced educational opportunities.
- Prepare a Utah proposal for a demonstration project for adult and continuing education for Native American adults.

ACTIVITIES:

- Native American Adult Education Seminar.
- Formalize existing/new agreements.
- Native American tuition/waiver scholarships.
  - Financial aid resource workshops with assistance of ethic/multicultural centers.
- Utah proposal for a demonstration project for adult and continuing education.

WASHINGTON

ACTION PLAN:

- Contact other Tribes from Washington State at the NIEA for input.
- Check with Office of the Superintendent and other Washington State Education Organization such as ATNI to open the lines of communications.
- Contact the Washington State Adult Education Director by telephone and letter by the end of October, 1994.
- Establish a network of the Tribes and State organizations that are involved with adult education.
- Establish biannual meetings with the Washington State Director of Adult Education

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WISCONSIN

MISSION: Wisconsin's committee will consist of official representatives designated by the Tribes. Their mission will be to explore the possibilities of collaboration efforts which will strengthen Indian Adult Education Programs.

CORE BELIEFS: Must work with Tribes (Tribes have varying needs and have their own vision/mission statements, organizational structures.)

ACTIVITIES:

- Draft a letter to Tribal Chairpersons.
- Information sharing with appropriate entities:
  - Attend Great Lakes Inter-Tribal Council Meetings
  - Language and Culture Board
- "Unofficial" follow-up meetings to keep the lines of communication open and further the discussions started in St. Paul
- Establish a Wisconsin Education Team

WYOMING

VISION: We believe the key to a better future for all Native Americans is education.

MISSION: Every Native American student will be functionally literate and employable by the year 2000. It is imperative that all appropriate public and private organizations participate in this process.

GOALS:

- We will identify barriers to the educational process and strive to eliminate them when possible.
- We will identify and maximize usage of existing resources thereby minimizing duplication of service.
- We will develop and implement a process which will create and maintain an awareness of adult education opportunities and the development of marketable skills.

Exemplary Adult Education and Literacy Demonstration Program Descriptions

JOBS Manpower Consortium, California

The California Indian Manpower Consortium, Inc. was formally created in 1978 under State law as a non-profit corporation for the purpose of working for the social welfare, educational and economic advancement of its member Tribes, groups, organizations, and Indians and other Native Americans living in the State of California.

The membership of the Consortium includes federally recognized American Indian Tribes, reservations, rancherias, bands, colonies, terminated rancherias, American Indian groups, entities, and organizations (public or private non-profit) satisfying the requirements set forth in the by-laws of the California Indian Manpower Consortium, Inc., and as agreed to in the Consortium Agreement formally approved by the membership.

The primary purpose of the Consortium is to offer training, employment and other activities designed to fully meet the employment and training needs of the client population. The principal funding source is the Federal Job Training Partnership Act.

Another purpose of the Consortium is to promote community self-help programs and provide direct services to assist eligible American Indian populations to become economically self-sufficient and to alleviate poverty in rural, reservation and urban areas through Community Service Block Grant funding.

A third purpose of the Consortium is to provide professional economic development services to assist American Indian Tribes and promote and develop funding strategies and public-private partnerships that will lead to greater economic vitality.

A fourth purpose of the Consortium is to promote and provide programs and activities designed to improve the educational attainment levels of Native American youth and adults.

The program is designed for training, employment and other activities designed to assist an individual in becoming employed. It is a non-profit organization representing Federally recognized Tribes, reservations, rancherias, bands, colonies, terminated rancherias, American Indian groups, entities, and organizations residing in the State of California. The consortium serves all Native Americans in need of employment and training services who reside in the State. Funding sources for the program are the Federal Job Training Partnership Act and JOBS. The contact person is Jim Henry, JOBS Program Coordinator, California Indian Manpower Consortium, Inc., 4153 Northgate Blvd., Sacramento CA 95834, telephone (916) 929-5485.

Denver Indian Center, Colorado

The Denver Indian Center offers a variety of classes free of charge and is open to all who have an educational need. Classes include Adult Basic Education, GED preparation, Computer Literacy, and Family Literacy. In addition to the traditional academic programs, the Center offers a variety of specialized classes designed to meet the diverse needs of the Native American community. Classes include Indian unity-culture sessions, classroom arts and crafts classes, life skills workshops, a mentorship program, college preparation, a healthy alternatives youth program, and Native American arts and crafts projects.

The greatest area of excellence are the students, staff and volunteers who are part of a team that appreciates and nurtures the uniqueness and special talents that each individual brings to the workplace and classroom. Too often, a lack of respect for each other results in low productivity and failure to meet goals and objectives. Most importantly, it devalues the work of each individual.

The program believes in being a learning organization. This phrase was coined by Peter Serve, author of The Fifth Discipline. He states that in a learning organization people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. In addition, learning organizations must become a place where it is safe to create visions, where inquiry and commitment to the truth are the norm, and where challenging the status quo is expected. Serge firmly believes the organizations learn only through individuals who learn.

In June, 1994, the Center was notified by the U.S. Department of Education, Office of Indian Education, that they were selected as the Effective Showcase Program of Indian Education Projects. Only one Indian education program a year in the U.S. is selected for this award. This is a great honor for the Denver Indian Center and for the community served. The Center will receive the award at the NIEA Silver Anniversary Conference in October, 1994.

In 1993, the National Coalition of Indian Education, located in Albuquerque, NM, published "Exemplary Programs in Indian Education." The Center's total program with all of its components was one of the featured programs within the publication. In 1993, the Association for Community-Based Education, a private foundation located in Washington, D.C., recognized the Family Literacy Program as being exemplary in the realm of documentation and evaluation and awarded the Denver Indian Center a $3500 grant for the project. The Association recognized this program as worthy of replication in other communities with like populations and programs. This organization has tentatively requested that the Denver Indian Center personnel present this model at their upcoming conference.

The Denver Indian Center's Family Literacy Program "Old Wisdom, New Knowledge" was recognized for its unique curriculum designed to meet the needs of this population. This model is different from the traditional model associated with the National Center for Family Literacy. The emphasis of the program is on elder participation, culture and education.

The Center serves the entire seven-county Denver metropolitan area with a targeted population of all Native Americans residing therein. The mission is to provide quality Adult Basic Education and GED preparation to urban Native American adults and community members at large, through family literacy, reinforcement of culture and collaboration with community service providers for the expressed purpose of enhancing lifelong learning and promoting economic self-sufficiency.

Funding sources are Federal, State and local organizations. The contact person for the Denver Indian Center is Lynda Nutall, Program Director, Adult Education Program, 4450 Morrison Road, Denver, CO 80219, telephone (303) 937-1005.

National Center for Family Literacy and Blackwater Community School, Family and Child Education (FACE) Program, Arizona

The FACE program is a family literacy program providing adult education and early childhood education for enrolled families. There are two components in the program, center-based and home-based. The center-based program combines activities that bring the parents and their children together for age-appropriate activities in a school setting. The home-based program requires a parent liaison trained in early childhood education to work with the families at their home.

The Family and Child Education Program is part of a national demonstration project funded through the Office of Indian Education Programs, Bureau of Indian Affairs. It combines two national models in one: the National Center for Family Literacy and the Parents as Teachers models.

The Blackwater Community School was awarded a Family and Child Grant in 1993. This program is part of a network of 21 national sites funded by the Office of Indian Education Programs, Bureau of Indian Affairs. The grant is for three years based on performance criteria and enrollment levels.

To date, the FACE program at Blackwater has provided services to approximately 40 families in the communities of Blackwater, Sacaton Flats and Sacaton. Families are either enrolled in the center-base program and attend school with their three-to-five-year old child four days a week from 8:30 am to 2:30 pm, or the families are enrolled in the home-based component and meet weekly with the parent liaison/early child education specialist.

The parents are required to work on personal educational goals which may include completing high school, obtaining a GED, preparing for work, or enrolling in post-secondary educational programs. In addition, the parents participate in two special activities. The first is the Parent and Child Time, or PACT, which brings the parents and their child together to play in activities designed by the staff. These activities are designed to address the developmental stages for these children, as part of the High/Scope Curriculum endorsed for this program. The second activity is Parent Time which allows the parents to discuss parenting and personal issues in a confidential setting. These same activities are included in the home-based component. In order to facilitate Parent Time for these families, they are required to attend a monthly meeting at school.

The Blackwater program is equipped with a computer-assisted instruction program called INVEST. This system prepares the parents to become computer literate while assisting at remediating them in academic areas. In addition, there are life skills and survival skills components included in the program which are highly motivating.

Additional special activities include cultural events which draw upon the elders in the community. These individuals share legends and cultural activities with the families. Some examples include the planting of a community garden to promote the utilization of native plants, Pima language sessions, and visits to local farms.

The Blackwater Community FACE program is part of a shared vision identified by the Bureau of Indian Affairs, Office of Indian Education Programs to attain the National America 2000 Educational Goals and Indian America 2000+ in the areas of:

- School Readiness
- High School Completion
- Student Achievement and Citizenship
- Adult Literacy and Lifelong Learning
- Safe, Disciplined, and Drug Free Schools
- Tribal Government, Language and Culture

The Family and Child Education Goals are as follows:

- To help parents gain motivation, skills, and knowledge needed to become employed or to pursue further education
- To increase the number of parents prepared to promote their children's development
- To establish home-school partnerships
- To provide a means for early detection of potential learning problems
- To increase the developmental skills of children to prepare them for academic and social success in school
- To reduce family problems that interfere with constructive growth and development

This program is located on the Gila River Indian Community in Arizona and serves Native American families in need of adult education services and who have children between the ages of birth and five years. The goal is to assist the parents in completing GEDs, high school diplomas, work readiness skills, and life skills while educating them on their role as the first and most important teacher of their child. The long term impact on the community is to assist families in becoming self-sufficient and increase the likelihood that their children will complete school.

The funding source in the Bureau of Indian Affairs, Office of Indian Education Programs demonstration grants. The contact person is Jacqueline Power, Coordinator, Blackwater Community School, Route 1, Box 95, Coolidge, AZ 85228, telephone (602) 215-3259.

Indian Adult Basic Education, Minnesota

The primary focus of the IABE Program is to deliver services to Native Americans over the age of 16. The Indian Adult Basic Education Program collaborates with local public school districts and Tribal councils to provide regional adult basic education services.

The IABE programs work in close cooperation with local Reservation Councils (RTCs), Local Indian Education Committees (LIECs), local school districts and other adult education programs to provide instructional sites on or near the Chippewa Indian Communities in the northeastern region of Minnesota, at sites where there are high numbers of Indian adults who would benefit most from basic education skills. The IABE programs are specifically geared to meet the needs of American Indians who are culturally unique and reluctant to participate in the general educational offerings of other public institutions.

The Indian Education Section of the Minnesota State Department of Education has administered programs in basic education for 26 consecutive years. It began as a part of a federally funded proposal in 1968, and developed over the years into an ongoing program to meet adult educational needs. Currently, there are two professionals in the Duluth Field Office (and one secretary) who coordinate the IABE activities with the Duluth Public Schools' Community Education Office (as fiscal agent for the sites), with RTCs and instructional staff and participants at each of the class sites. A total of 10 sites and 20 instructional staff are involved in the IABE program.

Instructional staff at each site are hired through recommendations by the local RTCs or LIECs in their respective area to assure that communities have culturally sensitive staff who are knowledgeable and responsive to their communities. In each community, an instructional aide is hired to canvas the local community, recruit students into the programs, assist the teacher in the classroom, and help participants with needed services. They also help the teachers become more familiar with individuals in the classroom. The communication is established through the community personalized and individualized educational activities that are trusted by community members. Priority in recruitment effort is given to adults in the community who are the least educated and most in need of assistance.

The major program component is basic skills instruction. Program components which help Indian adults cope with life problems and develop survival skills are also included. Basic skills are augmented through the use of relevant life skill areas. As individuals achieve competence and self-confidence, it is expected they will move into GED preparation and look toward post-secondary education options or employment opportunities. It is implicit in the program design that skills will vary from individual to individual upon program entry, and that participants will upgrade or revise the individual goals with on-going program involvement.

Instruction and aides work together to make individual assessment of basic skills to diversify their instruction and make it more satisfactory to each participant. Learning center assessment practices and "Personal Learning Plans" are used to plan and clarify appropriate learning activities and identify learning objectives based on the needs and desires of each adult student. The learning contracts are created based on four areas: 1) initial student responses, 2) assessment data, 3) instructor and student plan learning objectives, and 4) periodic review of goal-setting and attainment as necessary. Each learning plan is part of the Student Confidential Record for each pupil and is placed in a student portfolio.

The program serves the Northeastern region of Minnesota focusing on Indian adults over the age of 16 who have a high need for adult basic education services. The funding sources are the Minnesota Federal Adult Basic Education funds. The contact person is Vernon Zacher, Lead Teacher, 320 W. Second Street, Room 712, Duluth, Minnesota 55802, telephone (218) 723-4657, fax (218) 722-1321.

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Appendix A
Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census

	Alabama	Alaska[1]		Arizona	Arkansas	California
EDUCATIONAL ATTAINMENT		(AI)		(AN)		
Persons 18 to 24 years	1 899	3 420	18	24 884	1 539	30 286
Still in school or left without graduating[2]	642	1 010	-	11 514	541	10 605
High school graduates (includes equivalency)	633	1 506	7	7 836	515	9 129
Some college or associate degree	588	868	11	5 395	444	9 628
Bachelor's degree or higher	36	36	-	139	39	924
Females 25 years and over	5 176	8 440	119	50 310	4 556	74 961
Less than 5th grade	150	477	5	6 914	196	1 947
5th to 8th grade	607	675	23	6 073	484	4 717
9th to 12th grade, no diploma	1 113	1 373	39	11 580	934	15 581
High school graduate (includes equivalency)	1 547	2 690	19	12 982	1 467	19 352
Some college, no degree	929	2 242	27	7 850	806	19 427
College degree[3]	830	983	6	4 911	579	13 937
Males 25 years and over	4 889	8 165	158	43 709	3 941	69 227
Less than 5th grade	280	385	10	4 875	148	1 786
5th to 8th grade	462	649	23	5 611	374	4 253
9th to 12th grade, no diploma	920	1 369	28	10 063	819	12 999
High school graduate (includes equivalency)	1 267	3 469	60	12 533	1 027	17 038
Some college, no degree	1 017	1 443	20	6 493	850	18 794
College degree[3]	943	850	17	4 134	723	14 347
Persons 25 years and over	10 065	16 605	277	94 019	8 497	144 188
Percent:						
Less than 9th grade	14.9	13.2	22.0	25.0	14.1	8.8
High school graduate or higher	64.9	70.3	53.8	52.0	65.2	71.4
Some college or higher	36.9	33.2	25.3	24.9	35.9	46.1
Bachelor's degree or higher	11.6	5.9	5.1	4.5	9.9	10.9
SCHOOL ENROLLMENT AND LABOR FORCE STATUS						
Persons 16 to 19 years	1 462	2 164	34	15 389	940	15 316
Enrolled in school	1 131	1 420	28	11 386	655	10 678
Employed	299	454	24	1 642	179	3 320
Unemployed	77	82	-	866	39	1 253
Not in labor force	751	874	4	8 878	437	6 088
Not enrolled in school	331	744	6	4 003	285	4 638
High school graduate	155	382	-	1 100	113	2 064
Employed	125	162	-	396	76	1 031
Unemployed	8	90	-	221	4	227
Not in labor force	10	124	-	480	18	506
Not high school graduate	176	362	6	2 903	172	2 574
Employed	80	82	6	589	48	1 016
Unemployed	37	102	-	529	43	424
Not in labor force	59	178	-	1 785	81	1 028

[1]For the State of Alaska the 1990 U.S. Census reports totals for American Indians (AI) and for Alaska Natives (AN). For all other States and Tribes the totals reported here are for American Indians only.

[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

[3]Combined total for individuals reported as having earned an associate's, a bachelor's, a master's, a doctorate, or a professional school degree.

[4]For the Cherokee Nation, totals are given for the Cherokee residing in North Carolina and Oklahoma only. For the Navajo Nation, totals are given for the Navajo residing in Arizona, Colorado, New Mexico, and Utah only.

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Colorado	Connecticut	Delaware	D.C.	Florida
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	3 676	853	197	214	4 932
Still in school or left without graduating[2]	1 215	273	58	103	1 959
High school graduates (includes equivalency)	1 034	312	57	56	1 588
Some college or associate degree	1 335	196	73	42	1 308
Bachelor's degree or higher	92	72	9	13	77
Females 25 years and over	8 012	2 481	727	630	13 340
Less than 5th grade	124	42	17	21	441
5th to 8th grade	513	184	89	77	1 188
9th to 12th grade, no diploma	1 496	602	154	113	2 780
High school graduate (includes equivalency)	2 288	767	264	129	3 807
Some college, no degree	2 047	491	100	120	2 837
College degree[3]	1 544	395	103	170	2 287
Males 25 years and over	7 809	1 864	874	520	13 648
Less than 5th grade	234	15	1	34	464
5th to 8th grade	505	160	204	63	1 095
9th to 12th grade, no diploma	1 265	340	148	80	2 628
High school graduate (includes equivalency)	2 254	640	245	128	3 669
Some college, no degree	1 967	355	160	98	2 912
College degree[3]	1 584	354	116	117	2 880
Persons 25 years and over	15 821	4 345	1 601	1 150	26 988
Percent:					
Less than 9th grade	8.7	9.2	19.4	17.0	11.8
High school graduate or higher	73.9	69.1	61.7	66.3	68.1
Some college or higher	45.1	72.4	29.9	43.9	40.4
Bachelor's degree or higher	5.7	66.6	10.0	17.4	11.4
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	1 996	353	121	90	2 308
Enrolled in school	1 331	255	90	48	1 420
Employed	379	90	44	9	479
Unemployed	151	40	-	6	111
Not in labor force	794	117	46	33	818
Not enrolled in school	665	96	31	42	888
High school graduate	224	20	11	10	352
Employed	133	15	11	6	235
Unemployed	27	-	-	-	23
Not in labor force	30	-	-	-	22
Not high school graduate	441	78	20	32	536
Employed	178	12	4	11	245
Unemployed	103	7	9	21	84
Not in labor force	160	59	7	-	201

[1]For the State of Alaska the 1990 U.S. Census reports totals for American Indians (AI) and for Alaska Natives (AN). For all other States and Tribes the totals reported here are for Americans Indians only.

[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

[3]Combined total for individuals reported as having earned an associate's, a bachelor's, a master's, a doctorate, or a professional school degree.

[4]For the Cherokee Nation, totals are given for the Cherokee residing in North Carolina and Oklahoma only. For the Navajo Nation, totals are given for the Navajo residing in Arizona, Colorado, New Mexico, and Utah only.

Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Georgia	Hawaii	Idaho	Illinois	Indiana
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	1 877	726	1 859	3 117	1 774
Still in school or left without graduating[2]	509	292	762	1 127	688
High school graduates (includes equivalency)	632	184	525	917	550
Some college or associate degree	666	250	553	995	468
Bachelor's degree or higher	70	1	19	78	68
Females 25 years and over	4 559	1 548	3 743	7 172	4 460
Less than 5th grade	115	9	49	210	70
5th to 8th grade	397	43	311	640	413
9th to 12th grade, no diploma	804	196	754	1 333	1 067
High school graduate (includes equivalency)	1 340	415	1 156	2 054	1 590
Some college, no degree	1 032	584	938	1 542	716
College degree[3]	871	302	535	1 391	158
Males 25 years and over	4 810	1 387	3 713	7 046	4 180
Less than 5th grade	129	10	89	234	79
5th to 8th grade	370	71	360	521	384
9th to 12th grade, no diploma	846	178	822	1 091	1 027
High school graduate (includes equivalency)	1 347	351	1 172	1 889	1 347
Some college, no degree	1 150	403	727	1 876	737
College degree[3]	968	374	543	1 435	606
Persons 25 years and over	9 369	2 935	7 456	14 218	8 640
Percent:					
Less than 9th grade	10.8	4.5	10.9	11.3	10.9
High school graduate or higher	71.6	84.8	68.0	71.7	64.8
Some college or higher	42.9	58.7	36.8	43.9	30.8
Bachelor's degree or higher	12.4	17.6	7.2	12.9	8.4
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	936	244	1 182	1 568	978
Enrolled in school	564	161	787	948	643
Employed	140	64	142	341	228
Unemployed	60	9	80	116	58
Not in labor force	364	83	565	495	357
Not enrolled in school	372	83	395	620	335
High school graduate	178	46	133	245	121
Employed	32	31	60	126	65
Unemployed	9	-	31	68	31
Not in labor force	28	-	32	32	25
Not high school graduate	194	37	262	375	214
Employed	100	6	88	147	109
Unemployed	25	-	52	43	23
Not in labor force	69	31	122	172	82

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[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Iowa	Kansas	Kentucky	Louisiana	Maine
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	1 061	3 116	969	2 250	897
Still in school or left without graduating[2]	468	812	322	984	207
High school graduates (includes equivalency)	368	938	361	829	384
Some college or associate degree	209	1 307	277	410	255
Bachelor's degree or higher	16	59	9	27	51
Females 25 years and over	1 996	6 742	2 300	5 442	1 689
Less than 5th grade	61	28	66	596	24
5th to 8th grade	147	427	363	1 017	231
9th to 12th grade, no diploma	442	1 244	487	1 099	244
High school graduate (includes equivalency)	602	2 194	633	1 498	635
Some college, no degree	470	1 657	426	845	288
College degree[3]	274	1 192	325	387	267
Males 25 years and over	1 904	5 890	1 973	5 331	1 605
Less than 5th grade	35	96	115	667	39
5th to 8th grade	211	433	307	1 016	178
9th to 12th grade, no diploma	370	883	375	1 113	269
High school graduate (includes equivalency)	634	2 053	568	1 310	687
Some college, no degree	373	1 312	335	662	240
College degree[3]	281	1 111	273	563	192
Persons 25 years and over	3 900	12 632	4 273	10 773	3 294
Percent:					
Less than 9th grade	11.6	7.8	19.9	30.6	14.3
High school graduate or higher	67.5	75.4	59.9	48.9	70.1
Some college or higher	35.8	41.7	31.8	22.8	30.0
Bachelor's degree or higher	9.7	10.8	8.2	5.3	7.6
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	621	1 664	428	1 611	462
Enrolled in school	369	1 227	275	1 037	325
Employed	116	526	43	199	71
Unemployed	40	844	46	44	28
Not in labor force	213	617	186	794	226
Not enrolled in school	252	437	153	574	137
High school graduate	72	194	66	263	68
Employed	39	117	35	161	25
Unemployed	17	13	11	48	12
Not in labor force	9	44	2	41	22
Not high school graduate	180	243	87	311	69
Employed	54	133	33	111	31
Unemployed	12	60	5	47	22
Not in labor force	114	50	49	153	16

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	1 816	1 465	7 520	6 225	1 042
Still in school or left without graduating[2]	504	447	2 897	2 516	456
High school graduates (includes equivalency)	731	414	2 158	2 160	361
Some college or associate degree	529	495	2 336	1 487	191
Bachelor's degree or higher	52	109	129	62	34
Females 25 years and over	4 362	3 756	16 472	12 031	2 254
Less than 5th grade	95	149	244	133	315
5th to 8th grade	202	281	1 110	771	320
9th to 12th grade, no diploma	764	642	3 714	2 818	349
High school graduate (includes equivalency)	1 225	1 195	5 472	3 961	579
Some college, no degree	976	723	3 707	2 553	412
College degree[3]	1 100	766	2 225	1 795	279
Males 25 years and over	4 071	3 368	15 248	11 078	2 081
Less than 5th grade	151	77	344	167	236
5th to 8th grade	451	327	1 310	1 078	289
9th to 12th grade, no diploma	625	583	3 475	2 397	343
High school graduate (includes equivalency)	861	955	5 169	3 751	640
Some college, no degree	919	700	3 006	2 120	276
College degree[3]	1 064	726	1 944	1 565	297
Persons 25 years and over	8 433	7 124	31 720	23 109	4 335
Percent:					
Less than 9th grade	10.7	11.7	9.5	9.3	26.8
High school graduate or higher	72.9	71.1	67.9	68.1	57.3
Some college or higher	48.1	40.9	34.3	34.8	29.2
Bachelor's degree or higher	19.5	14.6	7.6	7.6	8.1
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	729	773	4 421	3 611	662
Enrolled in school	415	601	3 121	2 336	431
Employed	164	244	1 089	564	22
Unemployed	24	29	423	272	4
Not in labor force	221	328	1 605	1 500	405
Not enrolled in school	314	172	1 300	1 275	231
High school graduate	173	56	502	416	78
Employed	103	22	316	169	44
Unemployed	13	9	74	80	13
Not in labor force	43	19	97	167	6
Not high school graduate	141	116	798	859	153
Employed	74	24	306	171	50
Unemployed	42	-	168	185	19
Not in labor force	25	92	318	503	84

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Missouri	Montana	Nebraska	Nevada	New Hampshire
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	2 416	5 333	1 578	2 426	299
Still in school or left without graduating[2]	815	2 289	627	1 004	89
High school graduates (includes equivalency)	740	1 800	559	875	126
Some college or associate degree	817	1 214	361	534	84
Bachelor's degree or higher	44	30	31	13	-
Females 25 years and over	6 825	11 874	2 990	5 781	763
Less than 5th grade	149	228	48	113	-
5th to 8th grade	899	1 088	310	412	58
9th to 12th grade, no diploma	1 579	2 372	632	1 226	174
High school graduate (includes equivalency)	1 959	3 289	1 014	1 632	205
Some college, no degree	1 350	3 024	574	1 467	191
College degree[3]	889	1 873	412	931	135
Males 25 years and over	7 032	10 695	2 788	5 989	824
Less than 5th grade	170	158	60	175	21
5th to 8th grade	729	1 093	244	376	116
9th to 12th grade, no diploma	1 336	2 282	494	1 259	172
High school graduate (includes equivalency)	2 070	3 255	952	1 996	119
Some college, no degree	1 413	2 443	563	1 360	226
College degree[3]	1 314	1 464	475	823	170
Persons 25 years and over	13 857	22 569	5 778	11 770	1 587
Percent:					
Less than 9th grade	14.1	11.4	11.5	9.1	12.3
High school graduate or higher	64.9	68.0	69.1	69.7	65.9
Some college or higher	35.8	39.0	35.0	38.9	45.5
Bachelor's degree or higher	10.9	7.8	8.9	7.7	15.7
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	1 414	3 537	960	1 198	154
Enrolled in school	944	2 527	562	763	108
Employed	390	367	172	166	26
Unemployed	82	232	35	72	9
Not in labor force	464	1 924	355	519	73
Not enrolled in school	470	1 010	398	435	46
High school graduate	129	259	115	225	31
Employed	82	115	69	134	31
Unemployed	14	66	24	30	-
Not in labor force	22	71	22	47	-
Not high school graduate	341	751	283	210	15
Employed	134	142	93	49	2
Unemployed	70	183	58	48	11
Not in labor force	130	426	130	113	2

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[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

[3]Combined total for individuals reported as having earned an associate's, a bachelor's, a master's, a doctorate, or a professional school degree.

[4]For the Cherokee Nation, totals are given for the Cherokee residing in North Carolina and Oklahoma only. For the Navajo Nation, totals are given for the Navajo residing in Arizona, Colorado, New Mexico, and Utah only.

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	New Jersey	New Mexico	New York	North Carolina	North Dakota
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	1 770	16 058	7 549	10 550	3 140
Still in school or left without graduating[2]	815	5 884	2 658	4 091	1 228
High school graduates (includes equivalency)	633	6 407	2 283	3 756	925
Some college or associate degree	428	3 621	2 274	2 456	971
Bachelor's degree or higher	50	146	334	247	16
Females 25 years and over	4 718	33 952	18 253	23 833	5 877
Less than 5th grade	121	4 157	788	1 445	137
5th to 8th grade	483	3 356	1 646	3 511	585
9th to 12th grade, no diploma	904	7 112	3 615	6 174	1 304
High school graduate (includes equivalency)	1 391	9 906	5 234	6 465	1 466
Some college, no degree	883	5 686	3 424	3 111	1 267
College degree[3]	936	3 732	3 546	3 127	1 118
Males 25 years and over	4 387	29 932	15 357	21 413	5 037
Less than 5th grade	114	3 044	610	1 866	189
5th to 8th grade	484	2 923	1 581	3 456	678
9th to 12th grade, no diploma	904	6 174	3 418	5 526	990
High school graduate (includes equivalency)	1 213	9 603	4 161	5 564	1 319
Some college, no degree	754	4 679	2 820	2 408	1 040
College degree[3]	918	3 509	2 767	2 593	821
Persons 25 years and over	9 105	63 884	33 610	45 246	10 914
Percent:					
Less than 9th grade	13.2	21.1	13.8	22.7	14.6
High school graduate or higher	66.9	58.1	65.3	51.4	64.4
Some college or higher	38.3	27.6	37.4	24.8	38.9
Bachelor's degree or higher	14.3	5.8	13.1	7.8	8.3
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	979	9 855	3 743	6 598	2 006
Enrolled in school	596	7 495	2 737	4 296	1 497
Employed	213	943	739	1 126	297
Unemployed	46	524	274	320	116
Not in labor force	337	6 009	1 724	2 850	1 084
Not enrolled in school	383	2 360	1 006	2 302	509
High school graduate	161	972	382	819	201
Employed	126	367	230	453	68
Unemployed	6	204	61	86	66
Not in labor force	12	392	79	194	67
Not high school graduate	222	1 388	624	1 483	306
Employed	85	319	184	613	52
Unemployed	89	260	141	275	44
Not in labor force	48	809	299	586	212

[1]For the State of Alaska the 1990 U.S. Census reports totals for American Indians (AI) and for Alaska Natives (AN). For all other States and Tribes the totals reported here are for Americans Indians only.

[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

[3]Combined total for individuals reported as having earned an associate's, a bachelor's, a master's, a doctorate, or a professional school degree.

[4]For the Cherokee Nation, totals are given for the Cherokee residing in North Carolina and Oklahoma only. For the Navajo Nation, totals are given for the Navajo residing in Arizona, Colorado, New Mexico, and Utah only.

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	2 505	27 222	4 607	2 248	723
Still in school or left without graduating[2]	841	8 315	1 825	693	246
High school graduates (includes equivalency)	973	9 585	1 528	757	263
Some college or associate degree	621	8 654	1 177	716	186
Bachelor's degree or higher	70	668	44	82	28
Females 25 years and over	7 159	70 695	11 641	4 733	1 250
Less than 5th grade	147	1 848	95	66	17
5th to 8th grade	574	6 092	704	287	111
9th to 12th grade, no diploma	1 747	14 445	2 410	1 218	283
High school graduate (includes equivalency)	2 223	23 073	3 670	1 602	435
Some college, no degree	1 392	14 440	2 986	701	218
College degree[3]	1 076	10 797	1 776	859	186
Males 25 years and over	7 039	60 837	10 658	4 848	1 085
Less than 5th grade	161	2 122	175	155	19
5th to 8th grade	616	4 978	725	411	120
9th to 12th grade, no diploma	1 700	12 538	2 339	930	290
High school graduate (includes equivalency)	2 101	17 899	2 962	1 682	293
Some college, no degree	1 451	12 725	2 680	823	201
College degree[3]	1 010	10 575	1 777	847	162
Persons 25 years and over	14 198	131 532	22 299	9 581	2 335
Percent:					
Less than 9th grade	10.6	11.4	7.6	9.6	11.4
High school graduate or higher	65.2	68.1	71.1	68.0	64.0
Some college or higher	34.7	36.9	41.3	33.7	32.8
Bachelor's degree or higher	8.3	10.8	8.3	12.0	8.1
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	1 365	19 130	2 805	1 177	268
Enrolled in school	928	14 108	1 818	814	171
Employed	305	3 731	505	291	63
Unemployed	72	1 277	143	76	6
Not in labor force	551	9 094	1 170	447	102
Not enrolled in school	437	5 022	987	363	97
High school graduate	158	2 457	308	113	50
Employed	89	1 473	175	81	36
Unemployed	19	426	67	21	-
Not in labor force	43	530	60	11	-
Not high school graduate	279	2 565	679	250	47
Employed	118	782	195	91	8
Unemployed	36	564	184	70	21
Not in labor force	125	1 212	300	89	18

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[2]Computed by subtracting the number of persons 18 to 24 years who were reported as high school graduates, attending some college or earning an associate degree, and having a bachelor's degree or higher from the total number of persons 18 to 24 years.

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	South Carolina	South Dakota	Tennessee	Texas	Utah
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	1 167	5 655	1 404	7 990	3 458
Still in school or left without graduating[2]	357	2 632	493	2 766	1 372
High school graduates (includes equivalency)	475	1 890	462	2 470	1 137
Some college or associate degree	286	1 090	412	2 526	917
Bachelor's degree or higher	49	43	37	228	32
Females 25 years and over	2 499	11 054	4 048	21 432	5 215
Less than 5th grade	143	185	177	879	512
5th to 8th grade	331	1 392	494	1 631	384
9th to 12th grade, no diploma	585	2 564	844	3 884	1 254
High school graduate (includes equivalency)	682	2 987	1 073	5 626	1 382
Some college, no degree	376	2 307	786	5 668	1 122
College degree[3]	382	1 619	674	3 744	561
Males 25 years and over	2 868	10 023	3 860	21 490	4 888
Less than 5th grade	77	186	157	899	413
5th to 8th grade	333	1 159	512	1 737	504
9th to 12th grade, no diploma	562	2 416	763	3 378	1 087
High school graduate (includes equivalency)	823	3 107	1 087	5 127	1 256
Some college, no degree	568	1 891	686	5 435	1 022
College degree[3]	505	1 274	655	4 914	606
Persons 25 years and over	5 367	21 087	7 908	42 922	10 103
Percent:					
Less than 9th grade	16.5	13.9	16.9	12.0	17.9
High school graduate or higher	62.2	62.5	62.7	71.1	58.9
Some college or higher	34.1	33.6	35.4	46.0	32.8
Bachelor's degree or higher	10.7	6.8	10.4	13.8	6.3
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	585	4 037	797	4 560	2 204
Enrolled in school	383	2 756	449	3 231	1 644
Employed	78	334	180	924	334
Unemployed	72	270	17	291	216
Not in labor force	233	2 149	252	2 010	1 094
Not enrolled in school	202	1 281	348	1 329	560
High school graduate	106	366	152	521	204
Employed	30	144	63	216	97
Unemployed	6	92	35	62	39
Not in labor force	24	130	7	105	68
Not high school graduate	96	915	196	808	356
Employed	38	223	74	330	94
Unemployed	15	135	41	109	84
Not in labor force	33	557	69	369	178

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Vermont	Virginia	Washington	West Virginia	Wisconsin
EDUCATIONAL ATTAINMENT					
Persons 18 to 24 years	324	2 336	9 567	445	5 094
Still in school or left without graduating[2]	133	600	3 556	172	1 922
High school graduates (includes equivalency)	87	958	3 277	140	1 784
Some college or associate degree	95	692	2 512	126	1 336
Bachelor's degree or higher	9	86	222	7	52
Females 25 years and over	572	5 145	22 305	1 022	10 275
Less than 5th grade	-	148	249	64	121
5th to 8th grade	50	432	1 825	151	891
9th to 12th grade, no diploma	125	930	4 241	198	2 311
High school graduate (includes equivalency)	183	1 438	6 310	351	3 522
Some college, no degree	157	1 226	5 999	132	2 168
College degree[3]	57	971	3 681	126	1 262
Males 25 years and over	587	5 006	20 005	795	9 530
Less than 5th grade	11	176	294	62	219
5th to 8th grade	95	480	1 534	129	874
9th to 12th grade, no diploma	112	825	3 694	174	2 174
High school graduate (includes equivalency)	210	1 287	6 176	230	3 410
Some college, no degree	68	1 091	4 591	107	1 850
College degree[3]	91	1 147	3 716	93	1 003
Persons 25 years and over	1 159	10 151	42 310	1 817	19 805
Percent:					
Less than 9th grade	13.5	12.2	9.2	22.3	10.6
High school graduate or higher	66.1	70.5	72.0	57.2	66.7
Some college or higher	32.2	43.7	42.5	25.2	31.7
Bachelor's degree or higher	10.4	14.6	9.1	6.2	5.6
SCHOOL ENROLLMENT AND LABOR FORCE STATUS					
Persons 16 to 19 years	213	1 160	5 643	252	3 013
Enrolled in school	120	811	3 784	162	2 141
Employed	44	372	1 073	22	689
Unemployed	14	40	328	2	253
Not in labor force	62	399	2 383	138	1 199
Not enrolled in school	93	349	1 859	90	872
High school graduate	41	187	706	20	360
Employed	33	75	411	8	200
Unemployed	-	11	109	12	46
Not in labor force	8	13	138	-	110
Not high school graduate	52	162	1 153	70	512
Employed	31	51	400	-	160
Unemployed	9	22	208	13	119
Not in labor force	12	89	530	57	233

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Educational Attainment and School Enrollment and Labor Force Status of American Indians and Alaska Natives by State and the Cherokee and Navajo Nations: 1990 U.S. Census (cont.)

	Wyoming	Cherokee[4]					Navajo[4]
EDUCATIONAL ATTAINMENT		(NC)	(OK)	(AZ)	(CO)	(NM)	(UT)
Persons 18 to 24 years	1 233	2 090	10 494	13 406	734	9 533	1 884
Still in school or left without graduating[2]	460	753	3 231	5 979	155	3 988	673
High school graduates (includes equivalency)	453	788	3 633	4 229	165	3 491	593
Some college or associate degree	300	535	3 352	3 109	388	1 983	614
Bachelor's degree or higher	20	14	278	89	26	71	4
Females 25 years and over	2 374	4 707	28 828	25 491	880	19 585	2 677
Less than 5th grade	6	270	800	5 796	38	3 825	402
5th to 8th grade	142	584	2 808	2 744	113	2 235	198
9th to 12th grade, no diploma	597	1 122	5 877	5 186	190	4 229	648
High school graduate (includes equivalency)	719	1 393	9 337	5 672	273	4 929	611
Some college, no degree	586	772	5 380	3 693	137	2 803	554
College degree[3]	324	566	4 536	2 400	129	1 564	264
Males 25 years and over	2 197	4 506	25 193	22 007	837	16 553	2 249
Less than 5th grade	29	231	939	3 911	24	2 673	275
5th to 8th grade	186	661	2 785	2 957	74	2 042	278
9th to 12th grade, no diploma	492	1 124	5 504	4 662	127	3 579	455
High school graduate (includes equivalency)	676	1 221	7 217	5 893	304	4 932	632
Some college, no degree	473	737	4 935	2 780	203	2 094	373
College degree[3]	339	531	4 263	1 804	105	1 233	236
Persons 25 years and over	4 571	9 212	54 021	47 498	1 717	36 138	4 926
Percent:							
Less than 9th grade	7.9	19.0	13.7	32.4	14.5	29.8	23.4
High school graduate or higher	68.2	56.7	66.0	46.8	67.0	48.6	54.2
Some college or higher	37.7	28.3	35.4	22.5	33.4	21.3	29.0
Bachelor's degree or higher	6.2	5.9	11.0	3.8	7.3	3.5	4.5
SCHOOL ENROLLMENT AND LABOR FORCE STATUS							
Persons 16 to 19 years	664	1 212	7 552	8 564	343	5 999	1 231
Enrolled in school	484	686	5 605	6 547	278	4 655	1 003
Employed	100	244	1 666	824	110	519	207
Unemployed	61	64	562	447	20	321	154
Not in labor force	316	378	3 377	5 276	148	3 815	642
Not enrolled in school	180	526	1 947	2 017	65	1 344	228
High school graduate	91	209	961	704	34	437	74
Employed	22	92	639	199	24	142	30
Unemployed	25	22	116	149	-	-	7
Not in labor force	44	63	190	356	6	201	37
Not high school graduate	89	317	986	1 313	31	907	154
Employed	20	157	308	210	8	205	46
Unemployed	16	76	251	266	9	167	48
Not in labor force	53	84	427	837	14	535	60

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PERCENTAGE OF AMERICAN INDIAN AND ALASKA NATIVE PERSONS 16 TO 19 WHO ARE NOT ENROLLED IN SCHOOL AND NOT HIGH SCHOOL GRADUATES, AMERICAN INDIAN AND ALASKA NATIVE PERSONS 18 TO 24 WHO ARE STILL IN SCHOOL OR LEFT WITHOUT GRADUATING, AND AMERICAN INDIAN AND ALASKA NATIVE PERSONS 25 YEARS AND OVER WHO DO NOT HAVE A HIGH SCHOOL DIPLOMA BY STATE AND THE CHEROKEE AND NAVAJO NATIONS: 1990 CENSUS

	Percentage of Persons 16 to 19 Years Who Are Not Enrolled in School and Are Not High School Graduates	Percentage of Persons 18 to 24 Years Who Are Still in School or Left Without Graduating	Percentage of Persons 25 Years and Over Who Do Not Have a High School Diploma
Alabama	12.0	33.8	35.1
Alaska[1] (AI)	16.7	29.5	29.7
(AN)	17.6	-	46.2
Arizona	18.9	46.3	48.0
Arkansas	18.3	35.2	34.8
California	16.8	35.0	28.6
Colorado	22.1	33.1	28.6
Connecticut	22.1	32.0	30.9
Delaware	16.5	29.4	38.3
District of Columbia	35.6	48.1	33.7
Florida	23.2	39.7	31.9
Georgia	20.7	27.1	28.4
Hawaii	15.2	40.2	17.2
Idaho	22.2	41.0	32.0
Illinois	23.9	36.2	28.3
Indiana	21.9	38.8	35.2
Iowa	28.9	44.1	32.5
Kansas	14.6	26.1	24.6
Kentucky	20.3	33.2	40.1
Louisiana	19.3	43.7	51.1
Maine	14.9	23.1	29.9
Maryland	19.3	27.8	27.1
Massachusetts	15.0	30.5	28.9
Michigan	18.1	38.5	32.1
Minnesota	23.8	40.4	31.9
Mississippi	23.1	43.8	42.7
Missouri	24.1	33.7	35.1
Montana	21.2	42.9	32.0
Nebraska	29.5	39.7	30.9
Nevada	17.5	41.4	30.3
New Hampshire	9.7	29.8	34.1
New Jersey	22.7	46.0	33.1

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[2]For the Cherokee Nation, totals are given for the Cherokee residing in North Carolina and Oklahoma only. For the Navajo Nation, totals are given for the Navajo residing in Arizona, Colorado, New Mexico, and Utah only.

PERCENTAGE OF AMERICAN INDIAN AND ALASKA NATIVE PERSONS 16 TO 19 WHO ARE NOT ENROLLED IN SCHOOL AND NOT HIGH SCHOOL GRADUATES, AMERICAN INDIAN AND ALASKA NATIVE PERSONS 18 TO 24 WHO ARE STILL IN SCHOOL OR LEFT WITHOUT GRADUATING, AND AMERICAN INDIAN AND ALASKA NATIVE PERSONS 25 YEARS AND OVER WHO DO NOT HAVE A HIGH SCHOOL DIPLOMA BY STATE AND THE CHEROKEE AND NAVAJO NATIONS: 1990 CENSUS (cont.)

		Percentage of Persons 16 to 19 Years Who Are Not Enrolled in School and Are Not High School Graduates	Percentage of Persons 18 to 24 Years Who Are Still in School or Left Without Graduating	Percentage of Persons 25 Years and Over Who Do Not Have a High School Diploma
New York		16.7	35.2	34.7
North Carolina		22.5	38.8	48.6
North Dakota		15.3	39.1	35.6
Ohio		20.4	33.6	34.8
Oklahoma		13.4	30.5	31.9
Oregon		24.2	39.6	28.9
Pennsylvania		21.2	30.8	32.0
Rhode Island		17.5	34.0	36.0
South Carolina		16.4	30.6	37.8
South Dakota		22.7	46.5	37.5
Tennessee		24.6	35.1	37.3
Texas		18.3	34.6	28.9
Utah		16.8	39.6	41.1
Vermont		24.4	41.0	33.9
Virginia		14.0	25.7	29.5
Washington		20.4	37.2	28.0
West Virginia		27.8	38.7	42.8
Wisconsin		17.0	37.7	33.3
Wyoming		13.4	37.3	31.8
Cherokee[2]	(NC)	26.2	36.0	43.3
	(OK)	13.1	30.8	34.6
Navajo[2]	(AZ)	15.3	44.6	53.2
	(CO)	9.0	21.1	33.0
	(NM)	15.1	41.8	51.4
	(UT)	12.5	35.7	45.8

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APPENDIX B

AGENDA

Wednesday - October 12, 1994

7:00 - 8:00 a.m. **WORKING BREAKFAST**

Delegates were divided into 22 Tribal, State, and regional teams. Facilitators met with each team and reviewed the goal-setting process for the symposium and upcoming activities.

8:30 - 9:00 a.m. **GENERAL SESSION**

Posting of the Colors:
"Society 173rd Airborne Brigade", Vietnam Veterans

Singing of the National Anthem
Amanda Kielpinski

Blessing and Pipe Ceremony
Don Goodwin, Ojibwa Tribe

WELCOME/OPENING REMARKS

Ronald Pugsley, Acting Director, Division of Adult Education and Literacy, U.S. Department of Education

Cathie Martin, Director, Division of Program Support, Office of Indian Education, U.S. Department of Education

Evonne Novak, Program Manager, Indian Education, Ojibwa Tribe, representing ***Jerry Rawley***, Reservation Education Director

9:00 - 10:30 a.m. **PERSPECTIVE PANEL**
"Opportunities for Collaboration on Human and Financial Resources"

Moderator:
Gilbert Innis, Director of Education, Gila River Indian Community

Federal Representatives:

Cathie Martin, Director, Division of Program Support, U.S. Department of Education
Deano Poleahla, Program Specialist, Division of Job Placement and Training, Office of Economic Development, Bureau of Indian Affairs, U.S. Department of Interior
Carroll Towey, Senior Program Advisor, Division of Adult Education and Literacy, U.S. Department of Education
Thomas Dowd, Chief, Division of Indian and Native American Programs, U.S. Department of Labor
Diann Dawson, Deputy Director, Office of Family Assistance, U.S. Department of Health and Human Services

State Representatives:

Gary Eyre, Deputy Associate Superintendent, Adult Education Programs, Arizona
Brian Kanes, Coordinator, Adult Basic Education, Minnesota

Representatives from Federal agencies described the programs available through their offices to support adult education and literacy programs for American Indians and Alaska Natives, along with the eligibility requirements, applications procedures, and annual level of funding for these programs. State Adult Education Directors described the American Indian and Alaska Native adult education and education and literacy programs currently operating in their States, and discussed opportunities for initiating new programs.

10:45 - Noon **TEAM PLANNING SESSION I**

Teams initiated the discussions that led to the development of the draft vision and mission statements and to the identification of resources to support their objectives.

Noon - 1:30 p.m. Keynote Address: "Creating a Literate Future for the Year 2000"
Augusta S. Kappner, Assistant Secretary of Vocational and Adult Education, U.S. Department of Education

The Assistant Secretary welcomed participants to the conference on behalf of the U.S. Department of Education and encouraged them in their efforts over the next three days. She also provided an overview of the Administration's efforts to increase and improve educational services to American Indian and Alaska Native adults. The full text offer address to the Forum appears in Appendix A.

1:30 - 4:15 p.m. **FOCUS PANELS**

"Improving Coordination and Collaboration with Federal, State, regional, local and Tribal Agencies"

Gaye Leia King, Chair, Department of Teacher Education,
Haskell Indian Nations University, Kansas
Bonnie Eastburn, Deputy Director, Employment Services Department,
Cook Inlet Tribal Council, Alaska
Tom Miller, School Administrator, Hannahville Indian School, Michigan
Don Wiesen, School Administrator, Lac Courte Orielles Ojibwe School, Wisconsin

Moderator:
Jean Hunt, Education Program Specialist, Office of Indian Education,
U.S. Department of Education

The first panel member, Bonnie Eastburn, discussed barriers to educating adults in Alaska, including the challenges posed by language diversity, poverty, and illiteracy. She then described her program, which combines funding from the BIA, the U.S. Department of Labor, and the U.S. Department of Health and Human Services. Next, Gaye Leia King discussed the creation of a bachelor's degree program for teachers at Haskell Indian Nations University that integrates Indian principles into the degree program. The ultimate goal of the program is to develop self-direction, complex thinking, and community contribution so that teachers can go out and spark these thoughts.

Tom Miller discussed funding problems regarding Indian adult education, differences between the needs of reservation versus non-reservation populations, and problems getting assistance from his State. He also described the adult education program in his school and the steps being taken to secure additional funding at the national level. The last panel member, Don Weisen, talked about the need for improved coordination and collaboration among State, local, and Federal agencies. He also spoke about the need for programs to be flexible and recognize differences among students. Following the presentations, panel members addressed questions from the audience regarding funding sources and how to access these sources.

"Establishing Cooperative Agreements Among all Agencies Providing Adult Education, Employment and Training for Native Americans and Alaska Natives"

Bonnie Lowe, Director, JOBS/STRIDE, Minnesota Chippewa Tribe, Minnesota
Peggy Sue Nez, Program Manager, Tribal JOBS, Navajo Nation

Moderator:
C. L. Henson, Consultant, J & E Associates, Inc., Washington, D.C.

Peggy Sue Nez described her JOBS program and the cooperative agreements the program has entered into with other social services programs including JTPA to make the program work. She was followed by Muriel Lawler who spoke about the Adult Basic Education and JOBS programs in her State, which services 22 Tribes and 19 consortia. She noted that new Federal legislation under consideration will require that programs be completed within 24 months.

Bonnie Lowe described how her JOBS program was developed in collaboration with the State of Minnesota. The State and Tribes agreed to develop the program jointly and, after four years, turn it over to Tribal control. In addition, the affected Tribes developed their own collaborative agreement for operating the program. Panel members also discussed barriers to effective collaboration, including: legal issues about sovereignty, and issues of liability and turf, and the misconception that Indians can't run their own programs.

Following presentations by the panel members, there was an open discussion with the audience that focused on such issues as waivers, budgets, program eligibility, tuition, GED and DES referrals, JTPA 50/50 matching, duplication of services, and certification.

"Strengthening the Partnerships That Will Allow Every Native American/Alaska Native Adult Increased Educational Opportunity to Obtain Necessary Academic and Technical Skills to Achieve Personal Goals, Meaningful Employment and Exercise the Rights and Responsibilities of Citizenship along with Cultural Awareness"

Susan Berg, Director, Governor's Council for Literacy and Life-Long Learning, Hawaii
Brian Kanes, Coordinator of Adult Basic Education, Minnesota

Moderator:
Dawn Bush, Federal Representative, U. S. Department of Labor

The two presenters spoke about major partnerships in their respective States of Hawaii and Minnesota. Susan Berg presented Hawaii's statewide "Read to Me" campaign, sponsored by the Governor's Council for Literacy and LIFELONG LEARNING. The Pizza Hut Corporation is also a partner in the campaign. The campaign's goal is for every child in Hawaii to read aloud for 10 minutes every day. The campaign objectives are: (1) to motivate families to read together; (2) to increase the awareness of the importance of reading aloud; (3) to establish the value of reading aloud to children; (4) to motivate partnerships among government agencies, businesses, labor unions, schools, libraries, agencies, organizations, and communities to develop plans/actions to achieve the campaign's goal.

Brian Kanes described Minnesota's staff development project, The Literacy Training Network (LTN). LTN is a partnership of the Minnesota Department of Education; the University of St. Thomas; and private non-profit agencies, public school districts, and businesses that allow their teachers and other staff to become "training facilitators." In the model used by LTN, the adult learner is at the center of learning. In learner-centered instruction, learning is conceptualized as a shared activity between the facilitator (teacher) and the learner. The learner is viewed as a mature person who enters the learning environment with a wealth of experience and specific learning objectives. The teacher, or instructor, helps the learner define and achieve his/her objectives.

Following their presentations, the two speakers engaged the audience in a discussion of issues associated with developing successful partnerships.

Supporting Research and Demonstration Projects that Impact Native American/Alaska Native Adult and Continuing Education

Sandra Fox, Chief, Monitoring and Evaluation, Office of Indian Education Programs, Bureau of Indian Affairs, U. S. Department of Interior
Linda Sue Warner, Director, American Indian Education Policy Center, The Pennsylvania State University

Moderator:
Blair A. Rudes, President, First Americans Research, Inc., Washington, D.C.

The moderator opened the presentation with an overview of data from the 1990 Census that illustrate the substantial need among American Indians and Alaska Natives for adult education and literacy services. (These data appear in Appendix D.) He was followed by Linda Sue Warner who described the dearth of existing research on American Indian and Alaska Native adult education and highlighted the need to relate educational theory to practice, and to conduct research or demonstration programs. She also discussed the importance of having Indian people perform the research themselves.

Next, Sandra Fox discussed the applicability to adult education of existing research on such issues as learning styles, world views, and traditional ways of instruction from bilingual education. She noted that the research indicates that children will learn English more readily if they are first proficient in their native language, and that teachers and learners should be from the same culture. In addition, she spoke about the inappropriateness of current standardized assessment instruments for measuring the progress of American Indian and Alaska Native students.

4:15 - 5:15 p.m. **TOWNHALL**

Cathie Martin, Director, Division of Program Support, Office of Indian Education, U.S. Department of Education
Carroll Towey, Senior Program Advisor, Division of Adult Education and Literacy, U.S. Department of Education
Ja-Na Oliver, Program Analyst, Department of Health and Human Services
Brian Kanes, Coordinator, Adult Basic Education, Minnesota
Lavonna Weller, Education Specialist, Eastern Area Office, Bureau of Indian Affairs, U.S. Department of Interior

Moderator:
Janice Falcone, Director of Employment and Training,
Native American Indian Center of Boston, Massachusetts
During the townhall meeting, the audience alternated posing questions to the panel members and expressing their opinions on a wide range of issues pertaining to Federal programs and policies.

Thursday - October 13, 1994

7:00 - 9:00 a.m. **WORKING BREAKFAST**

The Tribal, State, and regional teams met with their facilitators to continue working on their action plans.

9:00 - 11:45 a.m. **EXEMPLARY PROGRAMS DEMONSTRATION**

Representatives from five exemplary adult education and literacy demonstration programs described their programs and answered questions from the audience. Summaries of each of the following programs are provided in Appendix C.

JOBS Manpower Consortium, California
Denver Indian Center, Colorado
National Center for Family Literacy and Blackwater Community School, Family and Child Education (FACE) Program, Arizona
Indian Adult Basic Education, Minnesota
Nine Star Enterprise, Alaska

Noon to 1:30 p.m. **NETWORKING LUNCHEON**

Participants took the opportunity to meet with members of other teams to exchange ideas. In addition, participants watched a videotaped message from Ada Deer, Assistant Secretary for Indian Affairs, U.S. Department of Interior.

Greetings! I am Ada Deer, Assistant Secretary for Indian Affairs with the Department of Interior. It is my pleasure to address you at this National Forum, Creating a Literate Future. I regret my schedule prevents me from being with you in person, but I am thankful we can use technology to meet some of our needs. I want to share some brief remarks with you on how important education is to the empowerment of American Indians and Alaska Natives, which in turn leads to employment and economic self-sufficiency.

My responsibilities within the Federal Government include advocating for an enhanced quality of life for members of the 545 federally recognized tribes and Alaskan villages. To achieve this goal, I have made education and economic development two of my priorities. I am pleased that your forum is focusing on adult education and training, which is often overlooked.

The recent report, "Adult Literacy in America", stated findings of the National Adult Literacy Survey that are unsatisfactory to me. It indicated that over 60% of American Indian and Alaska Native adults lack adequate literacy and numeracy skills to function effectively in their work and family lives. This indicates the amount of work we have ahead of us. The outcomes of this conference can improve that 60% illiteracy rate.

The BIA does not operate adult education and training programs. Rather, the funds we receive from the Department of Education are distributed directly to tribes. You can understand that by the time funds go to 545 tribal entities, the amount received is very small.

And most tribes have to find additional dollars to run a program of any substance, such as GED or ABE classes or tutoring. They need your help and involvement to be able to do more.

Unfortunately, there has not always been the best of relationships between Tribes and States, primarily due to jurisdictional issues. Tribes are accustomed to dealing with the Federal government on a government-to-government basis, But relationships are changing by the mutual, forward-thinking efforts of Tribal communities and State administrators. I think of my recent involvements in North Dakota and Tribal teams must be involved in planning adult education efforts at the state level. Research and practice have shown us that programs designed for Indian people work best when they have been an integral part of the planning from the beginning. I urge you to collaborate as partners.

I cannot leave you without also speaking for our Native people who reside off the reservation and are not served by the BIA. Indians are in the cities seeking training and employment. Yet, they are often left out of the planning efforts of county and state programs. In fact, that is why your forum is being held; to remedy that long-standing situation. I urge you to remember the education and training needs of ALL American Indians and Alaska Natives.

Our goal as federal, state and tribal administrators must be the improved educational attainment of Native communities. With education comes that all-important sense of empowerment. In turn, employment and economic self-sufficiency results. The dialogue and planning that you are engaging in at this forum will contribute greatly to that goal.

My congratulations to the Department of Education for sponsoring this national gathering. Have an excellent forum! Thank you.

1:30 - 4:15 p.m. **TEAM PLANNING SESSION II**

Team members worked on developing their local action plans.

4:15 - 5:15 p.m. **TOWNHALL**

Audience members took turns asking questions of each other on such issues as the relationship between this Forum and others, such as the White House Conference on Indian Education, and what will happen to the mission statements and action plans that result from this meeting.

Friday - October 14, 1994

7:30 - 9:00 a.m. **WORKING BREAKFAST/TEAM PLANNING SESSION III**

Team members finalized their mission statements and action plans and determined how they would present these at the general session.

9:00 - 9:15 a.m. **RESOURCE PRESENTATION**

Maxine Glory, National Advisory Council on Indian Education
Harold DeMoss, National Indian Education Association
Alice Roach, National Indian Education Association
Mary Jo Cole, National Indian Adult Education Association

Moderator:
Mary Brayboy, Branch Chief, Office of Indian Education,
U.S. Department of Education

Mary Brayboy introduced the other presenters, each of whom spoke briefly on the purpose and activities of their organization and what each could contribute to efforts to improve American Indian and Alaska Native adult education and literacy.

9:30 to 11:30 a.m. **GENERAL SESSION**

Each team summarized the vision statements, mission statements, and action plans that they developed over the past three days. The statements and plans are provided in the third part of the report.

APPENDIX C

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APPENDIX D

EVALUATIONS

There were 38 evaluations turned in after the conference. The results of those evaluations are as follows:

1. Name of respondents State or Tribe (not reportedly due to confidentiality of responses).

2. How would you rate the conference overall?

Excellent	7
Very Good	22
Good	3
Fair	3
Poor	0

3. How would you rate the conference in the following categories

LENGTH

Too long	5
Just right	27
Too short	5

CONTENT

Covered too much	2
Covered just enough	23
Covered too little	6

ORGANIZATION

Organized too rigidly	1
Well organized	32
Disorganized	1

4. Please rate the conference facilities:

	Hotel Accomodations	Refreshments
Excellent	10	7
Very Good	15	9
Good	7	13
Fair	2	5
Poor	0	1

5. What did you value most about the conference?

   The primary response was the opportunity to network and work with others with similar circumstances and to meet with professionals and the opportunity to do planning.

6. Is there anything you would change about the conference?

   Comments concerned the lack of federal participants available to the delegates to respond to issues raised. There were also comments concerning the length of the days being too long.

7. Please add any further comments you have about this year's conference.

   Comments included having personnel present who can respond to specific areas of concern. There were comments stating that this was not a forum but a conference because of the lack of persons who could respond to issues of concern.